

ST MARY'S COLLEGE EVALUATION:  
A TWO FOLD LONGITUDINAL STUDY INCORPORATING  
STUDENTS' PERCEPTION OF SCHOOL AND  
QUALITY OF SCHOOL LIFE

*Edward* by

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# Chapter 1

## INTRODUCTION

### 1.1 Genesis of the St Mary's College Project

This 18 point dissertation is one small part of a larger St Mary's College school improvement project which began in 1986 as a two fold longitudinal study incorporating students' perceptions of school and quality of school life. The initial design of the project was a collaborative effort of Dr William Ramsay of the University of Tasmania and the staff of St Mary's College where the writer was Deputy Principal. In its neophyte stages, the project was solely concerned with conducting a school evaluation which would take into account both the formal and informal aspects of the curriculum. However, as the St Mary's Project progressed it became apparent that a school evaluation, in and of itself, would not result in school improvement. Accordingly, the writer in addition to conducting a literature survey of school evaluation (chapter 3) has extended the original project to explore the broader context of school improvement (chapter 5). The latter search led to the further exploration of such concepts as educational vision, leadership, school culture, social capital, school management and the successful implementation of change. Presently the writer is working with Dr Ramsay to chronicle in a longitudinal study one school's efforts to bring about effective school improvement. In this way, the whole context of school improvement may be considered with a view to bridging the frequent gulf between research and practice, ie between conducting a school evaluation and ensuring that the evaluation outcomes actually result in school improvement. In this way, we may also be able to discover some of the ways an educational vision can be made into school reality. The theoretical framework for the larger story of school improvement is discussed in Chapter 4 .

Finally, because the St Mary's Project is ongoing and data from parents and staff is yet to be analysed, the findings and conclusions discussed herein are only tentative. Thus this 18 point dissertation but sets the stage for the larger work to follow.

## 1.2 Purpose of the Dissertation

The purpose of this dissertation is threefold. First, in keeping with the original purpose of the St Mary's project, the dissertation discusses the nature of educational evaluation, chronicles the use of evaluation in Australia with a special focus on evaluation practices in Catholic schools, describes various evaluation models, and explains the rationale behind the model chosen for the St Mary's Project. Second, the dissertation presents the raw findings of the student component of the St Mary's evaluation. As this dissertation goes to press, corresponding data from parents and staff are also being tabulated. When completed, the comparison of the data from the perspectives of students, parents and staff should reveal the extent to which St Mary's College has a unified school vision. The comparative data will also indicate the extent to which there is agreement amongst staff, parents and students about basic values, goals and perceptions of the purposes and accomplishments of the College. The final purpose of this dissertation is to briefly explore the broader context of school improvement and the ways in which evaluation combines with school vision, leadership, organisational culture, social capital and the management of change to bring about a better school.

## 1.3 St Mary's College

St Mary's College is a Catholic Girls' School founded by the Presentation Sisters in 1868. It has an enrolment of approximately 650 students. At

Grades 11 and 12 matriculation classes are shared with the boys from neighbouring St Virgil's College. The Principal of St Mary's since 1979 is Sr Barbara Amott. The idea to conduct a school evaluation emanated from the College Staff who was assisted by Dr Ramsay. Dr Ramsay, at the time, was spending one term's study leave (from the university) engaged as a staff member of the College. More detail regarding the particular vision of St Mary's College is discussed in a later chapter.

## Chapter 2

### METHODOLOGY AND SAMPLE

#### 2.1 Introduction

Recently concern has been expressed about the identity of the Catholic School. Some authors have questioned whether the Catholic School, particularly at the secondary levels, continues to offer a truly alternative, Catholic education. It has been argued that many Catholic secondary schools, have absorbed an ethos that is pragmatic, competitive, consumerist and materialist. This competitive ethos subliminally expresses to the students that what the school is really about is more often materialist than Catholic. (Lesko, 1988).

The present study incorporated an investigation of the climate or ethos of the Catholic School partly with such concerns in mind. In addition the study recognised the integral nature of the climate of the school to its curriculum. More specifically, as Willmot(1988) and others have found, students' perceptions of their ability and the quality of their school life were closely linked to their intention to remain at school to year 12. It was found that the quality of school life was related to a number of formal curriculum factors and to the extent of an effective coordination of the school program. Moreover', students in Catholic Schools identify their experience of the climate of a Catholic School with its religious climate, indicating the strong correlation between the success of religious education and a favourable school ethos.

Epstein (1981) makes an important distinction between research on the quality of school life and studies of the quality of schools. In most previous research, the quality of school has been defined in terms of school quantities. Schools with higher per-pupil expenditures; better teacher credentials; more library books, laboratories, or other facilities or equipment; and high average achievement scores have been considered schools of high quality. However, the presence of high achieving students and good school resources can be the result of family background and community conditions and may have little to do with the quality of daily life in the school. Many studies ( eg Coleman et al, 1966; ; Jencks et al, 1972; Rutter et al, 1979) have pointed out that the quality of school life for students and teachers is more likely to be determined by social processes in schools and classrooms than by objective quantities of things and that school effects are more accurately assessed with attention to multiple student outcomes' (p.1)

Thus the evaluation study at St Mary's College was originally designed to examine not only programmatic dimensions (POSSTUDY) but also the social processes (QSL), in order to have as complete a picture of the 'total effects of the curriculum' as possible. Of course the QSL could not be done with the past student groups since it is designed to gauge students' responses to a current social and personal experience in school. Nevertheless, the QSL data obtained from these grade levels (10,11,12) and incorporated in the POSSTUDY, would be helpful in providing an additional perspective there.

## 2.2 Methodology

### The Perception of School Study (POSSTUDY)

For this phase of the evaluation data were gathered by means of a survey

questionnaire and by interviews with a sample of both past and present students. In 1986 the questionnaire was sent to all past students who could be contacted. A second round was done within two months of the first distribution.

### The POSSTUDY Instrument

The survey instrument provided for background information from the student, including involvement in school activities, church, sporting, non sporting etc. Past students were asked to indicate the year and grade in which they left St Mary's College, and their present occupation.

The remainder of the instrument was divided into seven categories of information , 1. 'What is The School For' - which asked students for their perceptions of the importance of certain goals of school and also how well they thought their school had achieved those goals. (20 items).

2. 'Academic' - in which students gave their opinion about their choices of 'HSC' subjects, (16 items).

3. Vocational - where students gave opinions about various aspects of the vocational programme of the College (leisure, work, experience, craft, home economics, sewing. (8 items).

4. Personal and Spiritual Development - Here the students responded to a number of statements about the contribution St Mary's College might make to their personal or spiritual development. The statements included aspects of religious and moral issues, religious education, and religious practice. (24 items).

5. Leadership and Sporting - As the name implies, this category asked for

student comment about the aspects of leadership and physical education which they experienced at St Mary's College. (13 items).

6. The Q-line - This category was designed to gain information from students about their experience with the optional alternatives to the academic subjects (12 items).

7. Teachers - Here students were asked to give their perceptions of their experience of classroom teaching. (16 items).

In addition to responding in the above categories the students were asked to comment additionally, if they wished, in respect of any or all of the categories. Validity and reliability of this instrument was determined by reference to the 10 year study of Flynn (1985) in which factor analyses for similar instruments were done. The SPSS programme reliability test was employed there.

#### Interviews for the Posstudy

A sample of 29 students was selected for interviews, which were held at St Mary's College following the distribution and 'collection' of the POSSTUDY questionnaires. Students, about half in number from both past and present student groups, were selected according to a range of characteristics. These included age or grade level, academic level, locality of residence, and in the case of the past students, year of exit from the college.

The interviews were carefully designed to gain further insight as to the meanings of responses to the questionnaire items and so interview



questions were directed at the categories of the POSSTUDY instrument. Each interview was recorded and was conducted for at least 15 minutes, with both individuals and groups of two or three students. In some cases, especially with the past students, the interviews ran for a much longer period. This partly confirmed the expectation that the subjects (students) chosen were those who would be able to give fairly full, clear and insightful comment and opinion. The interviews formed a valuable complement to the information gained from the questionnaire and also had the function of a check on the reliability of the item statements and questions.

### The Quality of School Life Study (QSL)

For this part of the evaluation students in all grades of the Senior School at St Mary's College were asked to respond to a questionnaire. The instrument was implemented late in 1986 and again about mid year 1987.

### The QSL Instrument

This phase of the study employed the ACER Quality of School Life questionnaire instrument. This has 71 item statements each preceded by the descriptor, 'School is a Place where ('I have good friends' etc).' Students were asked to express agreement or disagreement with the item statements in terms of a four point scale - from definitely agree, mostly agree, mostly disagree to definitely disagree.

The responses were clustered into seven domains . The domains were as follows:

1. General Affect (or general satisfaction with school);
2. Status (or a student's perception of the relative degree of prestige afforded to her by

significant others); 2a. Identity (feelings of self worth, acceptance of self); 3. Teachers (or students' perception of the actions of Teachers in relation to their work, and personally); 4. Positive Affect (or positive feelings about school and as a place where such feelings are engendered); 5. Negative Affect (or perceptions of a sense of alienation felt at School); 6. Adventure (the sense that learning is self-motivating, and provides feelings of adequacy and the ability to cope with its demands) 7. Opportunity (the felt degree of relevance of school life in terms of a sense of security in learning).

Data were collected employing the same instrument for all the groups (excepting the 1986 grade 12) a year apart. This enabled a comparative analysis to be achieved, together with information about any variations in the responses over the year's data collection period. Reliability of the QSL instrument was provided from the testing procedures of the ACER (Willmott, 1988).

For his part, Dr Ramsay has concentrated primarily on the more informal aspects of the curriculum as measured in part by the Quality of School Life Survey. The author has focused his attention on the Perception of School Study. Both authors were involved in the conduct of student interviews and the administration, collection, analysis and interpretation of data. An Interim Report was also jointly prepared and presented to the St Mary's College Principal and Staff in February of 1988 (results are summarised in Chapter 4).

## 2.3 Sample for the Study

### Perception of School Study (POSSTUDY)

For this phase of the evaluation the research sample included students at

St Mary's College of grades 10, 11, and 12 who were either present at the College in 1986 or who had left the school between 1978 and 1984. The 1985 group was omitted from the sample in order to provide a clarity of separation between the past and present student groups.

Following is a table showing the distribution of the sample in the POSSTUDY.

TABLE SHOWING

SAMPLE FOR POSSTUDY (N=249)

GRADE	<u>SURVEYED</u>		<u>ANALYSED</u>	
	PAST STUDENTS	PRESENT STUDENTS	PAST STUDENTS	PRESENT
Gr 10	31	72	20	68
Gr 11	20	55	13	54
Gr 12	<u>69</u>	<u>40</u>	<u>57</u>	<u>37</u>
	120	167	90	159

Note: this figure is far less than the original no of past students listed. Many of these students could not be contacted.

TOTAL 249

The terms 'surveyed' and 'analysed' indicate the difference between the number of students from whom information was requested (surveyed) and the number from whom sufficient data, for inclusion in the analysis

(analysed), were gained.

### Quality of School Life Study (QSL)

For this phase of the evaluation the sample included all students in the Senior School at St Mary's College in 1986 - grades 10, 11, and 12 - a total of 402 students in 1986. Data were further obtained from students in 1987. Obviously a comparison between the groups over the two year period had to account for the loss of the 1986 grade 12 group.

Following is a table of the sample for the QSL study.

TABLE SHOWING SAMPLE FOR QSL STUDY (N=394)

Surveyed			Analysed	
Grade	1986	1987	1986	1987
7	86	85	85	82
8	75	75	75	70
9	75	75	75	70
10	72	72	68	61
11	54	82	54	91
12	40		37	63
	<u>402</u>	<u>389</u>	<u>346</u>	

Thus the total sample yielded 394 subjects for the analysis of data in the QSL study.

## Distribution

In 1987 7% of the student population at St Mary's College senior school were non-Catholic. This figure diminishes slightly when past students are included in the sample.

## Chapter 3

### THE ROLE OF EVALUATION IN SCHOOL IMPROVEMENT

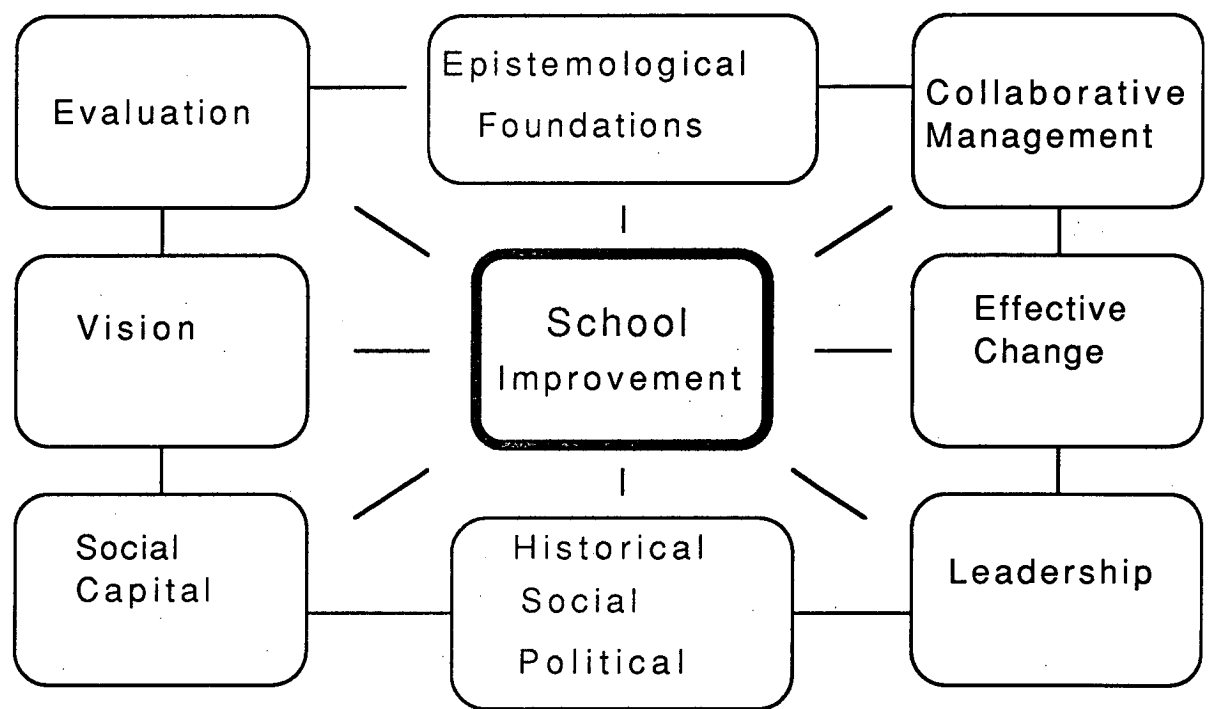
#### 3.1 Introduction

##### Evaluation in context

In its neophyte stages the St Mary's College Project focused primarily on school evaluation. In fact, it is common for school improvement efforts as well as the collaborative form of school management to begin with an evaluation. However, out of such beginnings, the project authors discovered along the way that an evaluation, in and of itself, would not bring about school improvement. As will be argued in chapter 5, the central point of the St Mary's Project is that an evaluation which actually results in school improvement is one which is inextricably bound up with a school's vision, social capital, leadership, school culture, and collaborative management, each contributing to the successful implementation of change. These are all pieces of the puzzle which must be in place before a clear picture of school improvement emerges.

This chapter defines and chronicles a general history of school evaluation. However, unlike other works, here evaluation is viewed not as an end in itself, but as an invaluable means to determine the extent to which a school's vision has become reality. Evaluation is a vehicle by which schools can commence the voyage of self discovery leading to significant development. In different forms, evaluation is

also a mechanism by which the school can find answers to important questions such as: How is the school performing? What is working well? What needs more attention? Are we, as a school community, moving towards the fulfillment of our vision? Below is a diagram which shows the relationship between evaluation and school improvement.



Evaluation: The State-of-the Art

Anyone coming into educational evaluation for the first time would likely confess to some feelings of confusion and bewilderment when faced with a plethora of evaluation models and theories, each employing its own vocabulary, paradigm, assumptions and methodology. Even those who are experienced in the field often feel like the person in Plato's cave, trying to make sense out of evaluation shadows hoping to discern some idea of the educational reality

outside. Even after decades of research and theorizing about the subject of educational evaluation, the extent to which the educational shadows actually reflect their objects is uncertain (Marsh and Stafford 1988: 59). However, there is at least some comfort in the realisation that one is not alone in the educational cave. Indeed, writers and thinkers around the globe continue to address the nature of evaluation. As a result, considerable progress has been, and is being, made as different perspectives, different ways of looking at the educational shadows, emerge. Below is one description of the shadows which the present authors perceive on the educational cave wall. Initially this chapter examines the central definitions involving educational evaluation. Next, the chapter traces the evolution of the recent field of educational evaluation and analyses the different epistemological bases underlying various evaluation models. Also provided is a brief summary of the major evaluation models together with a weighing of the advantages and disadvantages of each. The chapter also summarises and critiques the practice of educational evaluation in Australia. Finally the chapter presents a justification of the evaluation paradigm employed in the St Mary's College study and comments upon the role of evaluation within the broader scope of school improvement.

### 3.2 Definitions

It is beyond the scope of this dissertation to present a 'dictionary' of terms employed in educational evaluation. Indeed, Popham (1975) and Rose and Nyre (1977), among others, suggest that such a task would be impossible because of the amorphous nature of the field. Popham



characterises educational evaluation as an 'immature specialization' with confused terminology, a large number of models and an incomplete technology. Nevertheless, a few basic definitions are proffered in order to delineate the outer limits of the present debate in this rapidly expanding field.

### Evaluation for different purposes

Evaluation has been variously defined by numerous scholars. Scriven (1967), for example, defines evaluation as "an observed value compared to some standard." In contrast to this very general and rather vague definition, Alkin (1980), Cronbach (1975), Stufflebeam (1971), and others define educational evaluation as the collection and use of information to make decisions about an educational programme. The latter definition obviously emphasises evaluation as a tool for decision making, yet other types of evaluation have little or nothing to do with decision making. Different definitions thus emerge dependent upon the writer's conception of the purposes of evaluation, as well as epistemological assumptions inherent in various models. Some of these models emphasise either qualitative or quantitative approaches. Yet other models emphasise both qualitative and quantitative methodologies. Moreover, some evaluators focus on evaluating the goals of the institution, while others, like Scriven (1973), advocate 'goal free' evaluation. Consequently, the parameters of what constitutes evaluation are amorphous and still evolving. Finally, although the definitional debate continues some writers detect the emergence of a consensus regarding basic definitions of evaluation and appropriate evaluation methodologies.

## Educational Evaluation as a Study

Ralph Tyler (1942, 1949), generally regarded as the 'father' of modern evaluation theory, first coined the term 'educational evaluation.' He defined it as a study which is designed and conducted to assist an audience to judge and improve the worth of some educational object (Tyler 1942). Today, this definition is being challenged as education finds itself bogged down in an epistemological quagmire with positivists, interpretivists and critical theorists struggling to gain the philosophical high ground (Coomer 1986). Thus a pure definition of an educational evaluation study remains unattained as theorists continue to discuss and debate the answers to more fundamental questions: What is education? What is evaluation? What purpose(s) does evaluation serve? What should an evaluator do? What assumptions are inherent in the process of evaluation?

Perhaps the flavour of this epistemological debate is best explained by an example. Tyler, as seen above, would view the purpose of evaluation as the measuring of the intended outcomes of a program against actual outcomes. In contrast, writers like Stake (1976) would see an evaluation study more as a 'portrayal'. Referring to his theory of 'responsive' evaluation, Stake writes that 'an educational evaluation is responsive evaluation if it orients more directly to program activities than to program intents' (1975a, p. 14). In a responsive evaluation study, the design will focus on educational issues rather than objectives or hypotheses, and on the plurality of value standards held by various groups and not just those of the program staff. Responsive evaluation as 'portrayal' is therefore quite unlike the Tylerian measurement of objectives against outcomes (Stake 1976: 19-22). Yet both are seen as educational evaluation studies.

## The Evaluation 'Model'

Another term which is important in educational evaluation is that of 'model'. A seemingly endless number of different evaluation models confront the educational practitioner, but few of these actually define the term 'model' (Antonloplos 1977). Gephart (1978) proposes the following definition:

A model is defined as a representation that displays the component of the item being represented, the relationship between these components, and how those components function either independently or together (pp 6-6).

Gephart submits that evaluators need to reach a consensus regarding the criteria upon which the analysis and synthesis of existing models should be based. He suggests a six fold set of criteria which might be used to form such a synthesis. Moreover, Worthen (1977: 7) argues that most 'models' of evaluation are neither models nor theories in a scientific sense. Rather they are merely attempts to 'order the content of a new and partial field into some kind of logical structure'. He further suggests that educational evaluation is a relatively new field of inquiry that is only gradually evolving towards a science. At this point in time there is an absence of a solid empirical base, testing and verifying the relative efficacy of various evaluation techniques (Apple, Subkoviak and Lufler 1974). A clarion call is therefore now being sounded for 'meta-evaluation'--an evaluation of evaluation itself. This call is being made in regard to both the conceptual and technical development of evaluation models. To date, this call remains largely unanswered. Employing the metaphor of a musical band, while there exists many evaluation players with

different instruments, they continue to play solo and have yet to organise themselves into a harmonious musical group.

### Evaluation and Accountability

It is to be noted that evaluation can serve many purposes--one of which is accountability. Accountability, usually means the demonstration that money allocated for a specific purpose has been effectively spent towards that purpose. Thus, an educational evaluation might be conducted for the purpose of accountability. However, it can also be employed for the purpose of school improvement, for public relations purposes, and so on (Beare 1987).

In Australia there has been a distinct move towards educational evaluation for the purpose of accountability, as education dollars must increasingly compete against moneys needed for other national purposes--defence, welfare and so on. Although the bulk of educational evaluation to date has been for the major purpose of school improvement (Foon 1986), recent government imperatives in the form of standardized curricula, increased retention rates and so on, will make accountability a focus of more attention in the future. Indeed, the St Mary's study is a case in point where the results of the evaluation will provide a mass of data which is able to be used for many purposes, including school improvement, decision making and accountability.

### Evaluating School Effectiveness

Today, one hears much talk of educational excellence. It is important to note that 'excellence' assumes some standard by which one can determine what is 'good' or 'excellent' about a particular school.

Rutter et al, for example, in the book *Fifteen Thousand Hours* (1979) demonstrated that the correlations between many factors describing excellent schools was not high. They found, for instance, that 'the second best school on the academic measure was the worst for behaviour' (Stern 1979: 198). The important point is that evaluators, in measuring educational excellence, must clearly articulate the criteria employed in determining what 'excellence' or 'effectiveness' means and by what criteria excellence and effectiveness are measured (Erickson 1979). Finally, as mentioned above, it is crucial that evaluation and school effectiveness be seen as interrelated parts of the much larger whole issue of school improvement, that is movement of a school towards the fulfillment of its educational vision (Clark, Lotto and Astuto 1984; Goldberg 1971).

### 3.3 A Brief History of Educational Evaluation

#### Beginnings

Madaus, Scriven and Stufflebeam (1983: 3-6) claim that although the art or science of evaluation is quite ancient the number of evaluation studies in education, though increasing, is noticeably small. They trace the origin of educational evaluation practices from the public examinations of 19th century England and the study of spelling practices by J.M. Rice in America. Evaluation was further developed by the testing and efficiency measures of researchers like Binet, Thorndyke and Dalton during the first thirty years of the 20th century. Though these evaluations were for the most part local than national in scope, they nevertheless formed the intellectual foundation for a scientific management approach which was to come in the 1930's and 1940's.

## Tyler and Modern Evaluation

Ralph Tyler (1942, 1949, 1951) is generally regarded as the 'father' of modern evaluation theory and his eight year study in 1942 is a landmark in the educational evaluation field. Tyler viewed an educational curriculum as a broadly planned set of school experiences designed and implemented to help students achieve specified behavioural outcomes. Evaluation was to measure such intended outcomes against actual outcomes (Madaus, Scriven and Stufflebeam 1983: 8-9). Tyler is also credited with being one of the first theorists to employ a wide range of measures to evaluate a program, including pupil performances, sociograms, pupil diaries and case studies.

Extending Tyler's seminal work, Bloom (1956), Krathwohl (1964) and others developed the concept of evaluation objectives. They sought to make evaluation more precise by specifying the behavioural objectives to be achieved. Their hierarchies were often criticised in recent years because of their failure to come to grips with the complex realities of the educational world. However, the behavioural objectives approach continues to be a valuable analytic tool still employed by educational evaluators today (Popham 1988; Maling -Keepes 1976).

## 1960's and 1970's

The Tylerian concept of evaluation remains influential. However, several writers have commented that a plethora of new models emerged in the 1960's and 1970's as Tylerian approaches were increasingly seen as inadequate to the task of evaluating the large

scale social programmes, particularly those emanating from the initiatives of the Kennedy and Johnson administrations in the United States (Caro 1973; Case 1969). Tylerian approaches were also viewed as more suited to summative or end-product evaluation, rather than to formative or ongoing evaluation, which would provide more feedback during the various stages of programme development (Cronbach 1963; Harlem 1975; Madaus, Scriven and Stufflebeam 1983; Fraser 1984).

The large sums of public money spent on education in the 1960's and 1970's also led to a demand for greater accountability. Thus influenced by the cost-analysis methods of business, many evaluators adopted systems approaches to evaluation in order to determine the extent to which educational plans proceeded as formulated (Simon 1965; Hoy and Miskel 1982; Gronn 1982; watkins 1983). Stufflebeam's popular and highly influential decision making model for evaluation was and remains prominent among those evaluators who have gone in that direction (Stufflebeam 1973; Popham 1975).

The literal explosion of evaluation theory began with the publication of Scriven's (1967) 'The Methodology of Evaluation' and Stake's (1967) 'The Countenance of Educational Evaluation'. Indeed Fraser's (1982) Annotated Bibliography of Curriculum Literature found that all thirty-nine books and 167 of 174 individual papers annotated were published after 1967. Scriven distinguished between formative (on-going) and summative (end-product) evaluation. He also observed that too many theorists had simply accepted curriculum goals and assumed they were worthwhile. Scriven in contrast argued that goals themselves should be evaluated--an idea which led to his development of a goal-free model of evaluation (Scriven 1973; Hamilton 1976, 1977).

Stake (1975a), in his evaluation theory, retained the emphasis on outcomes, but expanded the nature of what is to be evaluated to encompass transactions, antecedents and contingencies. These were complex realities of human social existence ignored by behavioural objective approaches to evaluation. Referring to what he called 'responsive evaluation' Stake suggested that:

An educational evaluation is responsive if it correlates more directly to program activities than to program intents, if it responds to audience requirements for information, and if the different value perspectives of the people at hand are referred to in reporting the success or failure of the program. (Stake, 1975a, p. 14)

#### Epistemological Crises Underlying New Models

Contributing to this explosion of evaluation models was the underlying epistemological crisis of recent decades (Burrell and Morgan 1979; Hamilton et al 1977)). Increasingly, educational theorists challenged the traditional scientific positivistic approaches to gaining knowledge about education. Spearheaded by writers like Greenfield (1985), a new interpretive paradigm has emerged. It rejects the validity of scientific positivism and argues that the only organisational reality is that created in the minds of the people who have certain perceptions and act according to various assumptions regarding that organisation. As Greenfield (1982) puts it:

Organisations have no ontological reality: they do not exist in the 'real world' or in any other world except as individuals act them out. (pp 18-19).



This interpretive or phenomenological paradigm has provided the philosophical underpinning for new educational evaluation models like Parlett and Hamiltons' (1977) model as well as various ethnographic and naturalistic models which will be discussed later in this chapter.

Another challenge to traditional evaluation approaches is found in the critical social theory which developed from the organisational theorising of Jurgen Habermas (1975). Bredo and Feinberg (1982: 273-274) succinctly summarise the relation of critical theory to positivism and intepretivism:

In critical theory [various] types of action are seen as closely related to three types of knowledge that are also hierarchically related. The need for instrumental adaptation is related to an interest in that kind of knowledge that allows for the prediction and control of events. Habermas terms this a 'technical' cognitive interest. Second, the need for social integration creates a related interest in knowledge that facilitates the understanding and the reaching of understandings with others. This is termed a 'practical' cognitive interest. Finally, the need to resolve contradictions between the first two types of action, in the direction of greater autonomy, creates an interest in knowledge that facilitates this resolution. This third interest is termed an 'emancipatory' cognitive interest. Each of these three cognitive interests is seen as constituting a different type of knowledge. . .

Critical theory focuses on the evaluator as a facilitator of communication who helps those involved reach a shared understanding of the inferences, potentials and limitations of various modes of communication, in specific social contexts (Bates 1988). Through this

process it becomes possible for agreement to be reached on future courses of action (Coomer 1986).

Influenced by these recent developments, a number of evaluation theorists have branched out in different directions. They have borrowed from other disciplines--literature, law, journalism, art, etc--to enable audiences appropriately to evaluate the educational realities of their specific contexts. This has led to the connoisseurship model (Eisner 1972); the adversarial model (Owens 1973), journalistic model (Guba 1979) and the literary criticism model (Kelly 1975) to mention but a few.

### Emergence of Evaluation as a Distinct Discipline

As a result of all this intense activity since the 1970's, evaluation has emerged as a separate discipline distinct from traditional social science research (Macdonald 1976). This development is reflected in the emergence of a number of journals devoted solely to evaluation. Also, universities have begun to offer courses in evaluation methodology (Madaus, Scriven and Stufflebeam 1983: 15-16).

Where is the field of educational evaluation headed? Presently, there appears to be, on the one hand, a growing polarisation between theorists emphasising positivistic, quantitatively-based approaches to evaluation and those writers who stress interpretivistic-qualitatively based methodologies. On the other hand, there is also some movement, especially in the United States, towards establishing standards for program evaluation--a movement toward consensus (Hawkbridge 1978; Harlen 1976). Similarly, other writers argue that the quantitative versus qualitative debate represents a false

dichotomy as the best evaluators utilise a combination of approaches, both quantitative and qualitative, and worry little about remaining true to the epistemological foundations inherent in any particular paradigm (Walker and Evers 1988). As will be explained below, this was the approach adopted by the authors in designing the St Mary's College evaluation.

### 3.4 Combining Quantitative and Qualitative Evaluation Methodologies.

A number of scholars are now suggesting that an overemphasis on particular evaluative paradigms is unwarranted and tends to exaggerate the incompatibility between quantitative and qualitative approaches (Smith 1980; Patton 1980; Smith and Fraser 1980). It is contended that the choice of evaluation methodology should depend upon the specific context at hand and that a combination of quantitative and qualitative methods is often desirable (Cook and Reichardt 1979; Rist 1977). For example, an evaluation conducted for a multiplicity of purposes (eg accountability, school improvement, public relations) is usually better accomplished by using a variety of evaluation methods. Indeed the two methodologies can compliment each other and give deeper insights than would be possible using solely quantitative or qualitative methods. Qualitative methods can help the evaluator understand the significance of statistical associations (Fetterman and Pittman 1986). As Cook and Reichardt suggest:

. . . a researcher need not adhere blindly to one or the other extreme paradigms that have been labelled 'qualitative' or 'quantitative' but can freely choose a mix of attributes from both paradigms so

as to best fit the demands of the research problem at hand (1979: 19).

Cronbach and his colleagues in the Stanford Evaluation Consortium espouse a similar view in submitting that most evaluations should include both quantitative and qualitative methods (Eisner 1979a, 1979b; Cronbach et al 1980; Smith and Fraser 1980; Madey 1982). House (1977) adds that the best researchers and evaluators, whether they admit it or not, employ both quantitative and qualitative methods. He stresses that quantitative methods always involve considerable intuitive judgment. In particular the processes of formulation and interpretation are subjective processes. Although good insights are often derived from quantitative studies, they usually result from the analyst making the right intuitive judgments rather than the right calculations (Eisner 1967, 1972, 1976, 1981).

Finally, Harlen (1976) suggests that whether the evaluator elects to use predominantly quantitative or qualitative methods will depend upon three broad considerations. First, the evaluator must decide whether to gather a restricted variety of data from a large sample (scale) or a wide range of data from a smaller sample (scope). Scale is important where measurement is regarded as central, but scope is critical where the purpose is to explain different effects and conditions associated with a curriculum. Second is the issue regarding whether the evaluation should focus on intended outcomes (goal based) or attempt to monitor all outcomes, intended or not (goal free). A third and related issue concerns the particular emphasis which focuses on process or product. Qualitative evaluation methods are more suited to monitoring all outcomes and focusing on processes (Willis 1978). Quantitative evaluation methods, however, will be better suited to goal-based studies seeking to measure end-products (Rossi and Wright 1977).

### 3.5 Some Popular Models Employed in Educational Evaluation

Earlier sections of this chapter have defined key terms, outlined the history of evaluation, and described and critically appraised the various epistemological foundations underlying the various approaches to evaluation. It was noted that evaluators, depending upon their specific circumstances, should be rather eclectic in approach. They should utilize a variety or combination of models and methods as they suit the particular context and needs of the community being evaluated (Lewy 1977; Tawney 1976). Below is a description of some of the major evaluation models. While not comprehensive (it has been estimated that there are over 40 different evaluation models (Stufflebeam 1981; House 1978; Gephart 1977; Jenkins 1976), this description should suggest the available variety of approaches to evaluation. Traditional approaches discussed include goal attainment models, decision-making models, and productivity/investment models. These models are founded upon traditional scientific positivism and emphasize outcomes as measured by highly controlled and quantifiable data. In contrast, naturalistic models are also described, including responsive evaluation, illuminative evaluation, goal-free evaluation and the connoisseurship model of evaluation. The naturalistic models have been highly influenced by interpretivism and critical theory. The boundaries of evaluation in these latter models are much less controlled and there is much greater emphasis on process rather than outcomes, and on qualitative data as opposed to quantitative data.

### 3.5.1 Goal Attainment Models

Goal attainment evaluation models have long been, and remain, a very important and popular method of evaluation. Goal attainment models involve the statement of defined objectives. Against these objectives school life and student performance in their various aspects are measured and evaluated. As stated by Tyler (1949):

The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realised by the program of curriculum and instruction. However, since education objectives are essentially changes in human beings, that is, that the objectives aimed at are to produce certain desirable changes in the behavior patterns of the students, then evaluation is the process for determining the degree to which these changes in behavior are actually taking place (1949: 105-106).

To the extent that the objectives are very broadly defined, goal attainment models tend to produce results which are difficult to quantify, and therefore this approach tends to be used more for internal evaluation aimed at school improvement, as opposed to school accountability. When the goals are stated with precision, however, goal attainment approaches can be quite successful whether one's purpose is school improvement or accountability (Caro 1977). Although criticised by those preferring qualitative approaches, this model pioneered by Tyler remains highly influential today.

### 3.5.2 Productivity and Investment Models

With the great expenditures on education in the 1960's and 1970's came the need for public accountability to demonstrate that the large investment of public funds was actually producing results. Thus a number of productivity and investment models evolved. Basically, these models suggest that productivity can be measured by comparing output with input. Inputs include many elements such as educational expenditure, capital, facilities and management skills. Outputs include gains in knowledge as well as emotional and social development (Dressel 1976).

Investment evaluation models provide yet another framework from which the evaluator tries to measure educational achievement so as to gain accountability. The investment model views educational expenditure as an investment in people which beneficially affects the economy ( Department of Education, Queensland School-based Evaluation, Vols 1-10 1982).

The productivity model places emphasis on the cost of education and tends to ignore societal benefits in favour of individual benefits. Investment models, on the other hand, suggest that careful management of the investment in education should increase the social returns. Both models are concerned with manpower and the development of human resources to meet government and economic needs. These models, however, with their emphasis on efficiency and effectiveness, fail to account for the qualitative and non-operational aspects of education. Reliance, therefore, purely on productivity and investment models tend to provide a very narrow focus and consequently fails to achieve fundamental change in an educational institution (Foon 1986).

### 3.5.3 Stufflebeam's CIPP Evaluation Model

Stufflebeam, in this widely used evaluation model, defines evaluation as 'the process of delineating, obtaining, and providing useful information for judging decision alternatives' (1971: 19) or, more simply as 'the science of providing information for decision making' (1969: 53).

The CIPP (content, input, process, product) model indicates that there are planning decisions which determine objectives, structuring decisions which project procedural designs for achieving objectives, implementing decisions which involve the execution of chosen designs and recycling decisions which determine whether to continue, terminate or modify the project. These decision types are facilitated by four types of evaluation. Context evaluation provides information about needs, problems and opportunities in order to identify objectives. Input evaluation provides information about the strengths and weaknesses of alternative strategies for achieving given objectives. Process evaluation provides information about the strengths and weaknesses of the strategy during implementation so that either the strategy or its implementation might be strengthened. Product evaluation provides information for determining whether objectives are being achieved and whether the procedure employed to achieve them should be continued, modified or terminated. The CIPP model helps answer questions regarding what objectives should be accomplished, what procedures should be followed, whether procedures are working properly, and whether objectives are being achieved.

Stufflebeam's (1971) CIPP model does take into account the qualitative equation of economics. Moreover it provides more



accountability than either the goal attainment or the goal free models. This model is intended to guide both improvement efforts within a particular school as well as serving accountability needs in a specific and general sense. Stufflebeam argues that evaluation can be characterised as either a decision making or an accountability experience. When evaluation serves a formative role, it is assisting decision makers. However, when evaluation serves a summative role it constitutes the basis for accountability. The CIPP model is very strong in that goal attainment is seen to be meaningful only in so far as the goals meet the needs of the people they are intended to serve. Foon (1986) argues that if the identification of inputs, contexts, processes and products is made a continuing aspect of school management, this evaluative process could provide the feedback which can produce just the accountability that is being demanded by governments. In addition, it can also meet the needs stressed by other models which seek to improve the quality of school life.

#### 3.5.4 Goal Free Evaluation

Michael Scriven is the major proponent of goal free evaluation which is a radical alternative to goal based approaches. Scriven argues that, although goals are necessary for effective program planning and implementation, they are not necessary for evaluation. According to Scriven:

The goal free evaluator (GFE) is a hunter out alone and goes over the ground carefully, looking for signs of any kind of game, setting speculative snares when in doubt. The goal based evaluator, given a map that, supposedly, shows the main game trails, finds it hard to work quite so hard in the rest of the jungle (Scriven 1973: 327).

The goal free approach involves the evaluation of actual effects against a profile of demonstrated needs. Scriven suggests that it is improper to use the goals of either the evaluated or the evaluator as the standard of merit for an evaluation unless these can be proven to be appropriate and morally defensible. Thus, goal free conditions, where the evaluator can focus on school effects, rather than preconceived goals, will enhance the objectivity and independence of an external evaluator. Goal free evaluation reflects the fact that educators often come closer to the truth when looking in unexpected directions than intended ones (Gardner 1977). A goal free evaluation, therefore, is more likely to lead to something which everyone has overlooked or to the production of a novel overall perspective. Critics of the goal free approach to evaluation refer to this model as 'aimless evaluation' and argue that, like goal based models, goal free evaluators often have difficulty in securing precise quantification of outcome variables.

### 3.5.5 Naturalistic Evaluation

Pioneered by such theorists as Guba (1978) and Alkin (1980), the naturalistic mode of inquiry provides an approach to educational evaluation with roots in ethnography and phenomenology. Naturalistic studies are characterised by such factors as large expenditure of time within school settings, the absence of formal hypotheses, an exploratory search for questions, and an attempt to be unobtrusive (Alkin, Daillak and White 1979; Alkin and Daillak 1979). 'The naturalistic observer, in contrast with the more traditional experimenter, spends more time looking over the lay of the land before he decides on the direction in which to move' (Apple, Subkoviak and

Lufner 1974: 84). A number of models including Stake's responsive model and Parlett and Hamiltons' illuminative model encompass the spirit of the naturalistic approach.

Naturalistic models of evaluation, in the spirit of Scriven's goal free approach, are much less concerned about goals and quantifiable outcomes. Instead, the emphasis is on portrayal, process and qualitative data. Guba (1978) acknowledges that a definitive, fully explained methodology of naturalistic inquiry is not yet developed. Three methodological problems confront naturalistic inquirers. They are boundary problems, focus problems and authenticity problems. Guba indicates that boundary problems relate to the scope of the inquiry and involve questions of how to set limits and decide what is to be included and excluded in a particular evaluation study. Focusing problems involve how to derive a set of categories to include as many data items and perspectives as relevant. Frequently in naturalistic studies the set of categories which the naturalistic evaluator derives tends to be too large to be manageable. The problem of authenticity relates to the establishment of bases for trust in the outcomes of an inquiry and involves well known classical criteria like validity, reliability and objectivity. These classical concepts require some reinterpretation in regard to naturalistic inquiry. Thus Guba develops such concepts as openness and fairness as relevant qualitative criteria for obtaining neutrality in naturalistic studies.

While naturalistic inquiries are helpful and enlightening, especially in regard to school improvement, they tend to be far less useful if the purpose of the evaluation is accountability. Also, such studies, because of their uniqueness, produce little or no comparable data by which one can evaluate other schools and similar settings.

### 3.5.6 Stake's Responsive Evaluation Model

A specific example of a naturalistic evaluation is Stake's model of responsive evaluation which has had an enormous impact in the field of educational evaluation. Stake defines responsive evaluation as follows:

An educational evaluation is responsive evaluation if it orients more directly to program activities than to program intent; response to audience requirements for information; and if the different value perspectives present are referred to in reporting the success or failure of the program (1975: 14).

Stake distinguishes what he calls preordinate evaluation approaches from those which are responsive. Stake (1976) maintains that most preordinate evaluation designs emphasize a formal statement of goals, standardized tests of student performance, value standards held by program staff and a 'research-journal' type of report (Scheyer and Stake 1976). In contrast, the responsive design will usually involve educational issues more than objectives or hypotheses. It will incorporate direct and indirect Observation of program participation, the pluralism of value standards held by various groups (not just those of the program staff) and continuous attention to audience information needs and media for reporting. In responsive evaluation the role of the evaluator is to facilitate the school personnel's efforts to understand and remedy their program. The responsive approach to evaluation can assist in this role by providing vicarious experience through portrayal of what is happening somewhere outside the program personnel's view (Hall 1979). In this way, the responsive approach attempts to respond to the natural ways in which people

assimilate information and arrive at understanding. Moreover, in preparing portrayals, 'the evaluator will find that case studies of several students may more interestingly and faithfully represent the educational program than a few measurements of all the students' (Stake 1975a: 25; Kemmis 1977; Lewy 1977b).

In outlining the various steps which might be involved in responsive evaluation, Stake (1976) highlights twelve events which can occur at numerous times during the evaluation. These events include :

1. Identifying the program scope
2. Overviewing program activities
3. Discovering purposes, concerns
4. Conceptualising issues, problems
5. Identifying data needs regarding issues
6. Selecting observers, judges, instruments (if any)
7. Observing designated antecedents, transactions, outcomes
8. Thematizing, preparing portrayals, case studies
9. Matching issues to audiences
10. Formating for audience use.
11. Assembling formal reports (if any)
12. Talking with clients program staff, audiences

(Stake: 19-22)

### 3.5.7 Evaluation as Illumination

Yet another evaluation model, and one which has many similarities to Stakes's responsive evaluation, is found in the illumination theory of Parlett and Hamilton (1976,1977). These writers propose an anthropologically-based alternative to educational evaluation (Parlett

and Dearden 1977). At the same time, they offer a critique of the traditional paradigm which is referred to as the agricultural-botany approach. It is characterised as follows:

Students--rather like plant crops--are given pre tests (the seedlings are weighed and measured; and then submitted to different experiences (treatment conditions). Subsequently, after a period of time, their attainment (growth or yield) is measured to indicate the relative efficiency of the methods (fertilizers) used (Parlett and Hamilton 1972: 4).

In short, the traditional approach to evaluation is seen as a paradigm for plants rather than for people (Parlett and Hamilton 1972: 146). Furthermore, the traditional approach is seen as too expensive. It is unable to strictly control all the extraneous factors involved, for the real world, unlike the science laboratory, tends to be untidy. Also, traditional evaluation approaches assume that the programme undergoes little or no change during the period of study. Traditional approaches tend to over-emphasise quantitative data and neglect subjective or impressionistic information. Finally, traditional evaluation approaches seldom acknowledge the information needs of different audiences. Thus, attention is too easily diverted away from educational practice and focuses instead on more centralized and bureaucratic concerns (Marsh and Stafford 1988: ch 3).

Parlett and Hamilton submit that illuminative evaluation is primarily concerned with description and interpretation rather than measurement and prediction:

The aims of illuminative evaluation are to study the innovative program: how it operates; how it is influenced by the various school situations in

which it is applied; what those directly concerned regard as its advantages and disadvantages; and how students' intellectual tasks and academic experiences are most effective. It attempts to discover and document what it is like to be participating in the scheme, whether as teacher or pupil; and in addition to discern and discuss the innovation's most significant features, recurring concomitants, and critical processes (Parlett and Hamilton 1972: 9).

This approach is analagous to that of a social anthropologist in that no attempt is made to manipulate or control variables. The illuminative evaluator simply tries to unravel the complex reality which it is seeking to evaluate.

Parlett and Hamilton identify three stages which characteristically are present in illuminative evaluation. These are observation in order to become knowledgeable about the system and its milieu; further inquiry to focus on the study, and explanation observed patterns of cause and effect. Within this three stage framework it is suggested that data are collected from the four areas of observation, interviews, questionnaires and tests, and documentary and background sources.

Another important feature of the illuminative strategy is that the evaluator does not pass judgment. The evaluator's task rather is to 'illuminate' or provide a comprehensive understanding of the complex realities surrounding the program. The evaluator aims to 'sharpen discussion, disentangle complexities, isolate the significant from the trivial, and to raise the level of sophistication of the debate' (Parlett and Hamilton 1972: 30).

The illuminative model of evaluation has not been without its critics (Parsons 1976). Crittenden (1978) discusses a number of its weaknesses. First, by stressing the uniqueness of each setting,

illuminative models do not produce findings which have any generalisability. Second, relying on the 'perceptions' of the observer introduces problems of subjectivity. Third, the desirability, or even possibility of the evaluator remaining 'judgment free' is questionable. Fourth, the scale of illuminative models is limited to one school. Finally, by focusing on schools in action the illuminative model tends to ignore the underlying objectives and structure of the organisation itself.

### 3.5.8 Evaluation Models Derived from Other Disciplines

Finally, a number of evaluation models have recently emerged which employ methodologies derived from other disciplines. Wolf's (1975, 1979a, 1979b) Thurston's (1978) judicial models, Rippey's (1973) transactional model, and Eisner's (1972) connoisseurship model are some of the more well known. Other models have developed an evaluation model borrowed from anthropology (Dobbert and Dobbert 1976), journalism (Guba 1979; Denny 1978), literary criticism (Kelly 1975), art ((Donmoyer 1979); artistic criticism generally (Eisner 1976), communication theory (Eggleston and Galton 1976) and others (Fraser 1982).

## 3.6 School Evaluation Practices in Australia

Every state department of education and Catholic Education Office in Australia was written to requesting information regarding evaluation practices in those states. This section presents a summary of the wider context of evaluation practices in Australia so that the local



St Mary's context, which is discussed in the next section, may be better understood.

School evaluation in Australia reflected similar developments in the United States and England with a great surge of activity coming in the mid 1970's. The Curriculum Development Centre (Canberra) in 1976 extensively investigated school based curriculum evaluation, an approach which remains prevalent today in both state and private schools around Australia. The result of these investigations was the Teachers as Evaluators Project (1981) which aimed to develop materials and resources to assist teachers in curriculum evaluations.

Also in the mid 1970's, in the private school sector, the Headmasters' Conference of Australia invited leading United States theorists to conduct a number of seminars on school based evaluation. This led to the production of the School Evaluation Manual for Australian Schools and Guidelines for School Evaluation (Foon 1986). In general terms most models of school evaluation have been, and remain, school based. They are participatory and goal oriented, and often involve the use of facilitators or outside experts (Hogben 1977).

Since the 1980's and until 1985, the Australian Commonwealth Schools Commission has promoted the concept of school based evaluation as inherent in school improvement. Accordingly, projects have been funded involving schools in evaluating their own activities in light of their objectives. Under the present 'Hawke' government, however, the Commission has lost responsibility for administering most of its programs. It has been stripped down to a policy advisory role (Durstun 1987). Nevertheless, school evaluation activity among independent schools, both private and Catholic, continues to grow.

School based evaluation also appears to be firmly entrenched in the structure of most state education departments. Moreover, with the move to more local autonomy, the trend towards school based evaluation (in contrast to departmental evaluation) in which schools are evaluated in terms of their own statements and goals, seems certain to continue. The Victorian School Improvement Plan is a notable example.

Among Catholic Schools around Australia, school based evaluation also continues to grow and develop, perhaps accelerated by recent government demands for more accountability. Most dioceses either have adopted or are investigating the possibility of adopting evaluation policies for the schools within their system. Also, various Order schools, for example the Christian Brothers, have adopted school based evaluations for their schools situated throughout Australia. These approaches usually involve facilitators who assist the individual school in conducting its evaluation and the creation of its 'mission statement'.

The School Evaluation Manual for Australian Schools, referred to above, has also led to many school evaluations among non-catholic private schools. The National Council of Independent Schools provides a school evaluation programme as a service to schools (Marsh 1988). This programme adopts a structure whereby a school defines its aims and objectives evaluates and itself against these aims and objectives. The evaluation suggests improvements, and the school invites an external committee to validate these internal findings before implementing the recommendations.

### 3.7 The Rationale for the St Mary's Evaluation

A number of criteria emerged to form the basis of the rationale for the St Mary's College evaluation (fig 2). These were based upon the history of educational evaluation, discussion of epistemological foundations and analysis of the various evaluation models utilised in Australia and elsewhere.

First, it was seen that a school evaluation should be holistic (Anderson and Ball 1978). It should consider both the formal and informal aspects of the curriculum. Moreover, the perceptions of all segments of the school community should be considered. This includes students, staff and parents (Cumming 1985).

Second, following from the holistic nature of an evaluation, the best approach would employ methodologies providing a wide range of quantitative and qualitative data. In the St Mary's Project, the researchers, in conjunction with staff, designed a Perception of School Survey instrument in such terms. Also a highly reliable Quality of School Life instrument was employed so that both formal and informal aspects of the curriculum were taken into account. In addition to the extensive general survey, the researchers utilised student records. From these records mechanisms were constructed for controlling the variables of age or grade level, level of academic achievement, the year of leaving St Mary's and geographic locality. The researchers also conducted numerous personal interviews involving individuals, small groups and class groups ( See Fehrenbacher, Owens and Haenn 1976 for verification of this approach). Finally, staff parents were surveyed as well as students. The study has yielded a vast amount of data, both quantitative and qualitative, which provide a detailed portrayal of the school and its community.

Third, the SMC Project design recognised that evaluators should be aware of the underlying assumptions, prevailing ideology, and strengths and weaknesses inherent in the chosen model of evaluation (Kemmis (1986). Furthermore, evaluators should also be aware of their ethical responsibilities (Stufflebeam 1983; Stratton 1977; Elliott 1978). Thus, evaluators should strive, among other things, to make the process open; information should not be released to others until cleared with the informant; and there should be a commitment to be conscious of and responsive to the full range of people's concerns (Brennan and Hoadley 1984: 29). It is important that evaluators appreciate the wider context of the evaluation. This entails knowing about the history of school evaluation, the range of possible evaluation approaches, and the evaluations utilised by similar schools in related contexts. All of these considerations will help ensure that the evaluation method chosen is fully understood and that there is a good program fit between the evaluation model and the particular school. These aspects of the study are covered in depth in later chapters.

Fourth, past evaluation studies have rightly been criticised for being single-shot, one-off events. As a result it has been difficult, if not impossible, to compare evaluations of the same school over a period of time or to compare one school with another. Accordingly, the researchers thought it vital that the St Mary's study be a longitudinal one (Tamir 1981). Present students were surveyed, using the Quality of School Life instrument, not only once, but twice, involving the same population over consecutive years and at different times during the year. Also, in order to measure the school's performance and students' attitudes over time, the Perception of School Survey involved present students as well as past students from the previous eight years

between 1978-86. The researchers also employed a standard Quality of School Life instrument so that the St Mary's results could be compared with results from the many other schools which have employed the QSL instrument. The researchers also designed the study so that comparisons could be made with Flynn's study of more than twenty NSW Catholic schools in 1972 and 1982. Finally, the St Mary's study was designed so that it could also serve as a paradigm for the evaluation of other schools, and especially for Catholic schools. For this reason, too, the Perception of School instrument focused in depth on the central issue for Catholic schools--the spiritual and personal development of students.

Fifth, related to the idea that an evaluation is neither a one-shot picture nor an end in itself, is the finding from the best literature and practice, that evaluation be cyclical. Accordingly, the long-term plan of this study is that evaluation become a regular event and feature of school life. The St Mary's study will obviously result in the adoption of new policies. These policies, however, will themselves have to be evaluated so that the school community may know if the new policies made a difference. Did they work? If not, why not? Also, as a result of this study, a larger study involving all Catholic schools in Tasmania is contemplated. It is the researchers' hope that this will lead to regular, systematic, and cyclical evaluation as an integral component of school leadership.

Sixth, the literature notes that evaluation can have many purposes (King and Thompson 1983; Leviton and Hughes 1981). The St Mary's study, therefore, was designed to accommodate multi-faceted aims. The combination of both qualitative and quantitative methodologies ensures that the evaluation is able to be utilised for both school improvement and accountability as well as for other purposes. These

included identification of problems, basis for decision making, public relations, better use of resources, school renewal and so on.

Seventh, Stufflebeam (1971) and others have demonstrated the importance of evaluation as an integral part of decision making. With this view in mind, the researchers were careful to have staff and administration input into the design of the survey. Only if the questions asked were relevant to real and ongoing concerns would the evaluation be addressing areas which were deemed important by the school community. Also, the researchers, the administration, staff, students and parents were all involved in the processes of data collection and interpretation. From the beginning, both researchers and staff saw the development of a large data bank of valuable information as a major benefit of the study. This data source would serve as a resource and reference for the study of future school problems and the formulation of policy. As stated in the document Curriculum Evaluation: How it can be done (1982, prepared by the Curriculum Development Centre, Canberra):

The value of evaluation lies in its ability to help clarify the issues facing a school and to help teachers make informed decisions. These decisions are often made on an informal intuitive basis, rather than a more formal manner. While there is no denying the value of this approach, it can be usefully supplemented by more systematic procedures (p. 7).

Eighth, as a corollary to the role of evaluation in decision making, it is also important that evaluation, though vital, not be seen as an end in itself. Rather, evaluation is a process which is inextricably linked to other school processes--school vision, decision making, curriculum design, financial planning, policy formation--involved in the life of the school and wider community (Holt 1981). Accordingly, the focus

of the St Mary's study was again based upon key questions from staff. They determined the major categories to be studied, contributed questions and will be involved in the interpretation of results. Indeed, the researchers have at all times been cognisant of the significance of the sustained support of the school's leaders. This involved their providing time, giving a focus to the study, providing resources, protecting key staff from additional responsibilities, etc. Coupled with continuous, hands-on, practical classroom support, all these factors together would make an evaluation work and result in real improvement in the school (Liebermann & Miller 1978, Cox 1983). The evaluation was action-oriented, concentrating on how the evaluation would affect actual educational practice (Brennan and Hoadley 1984: 29).

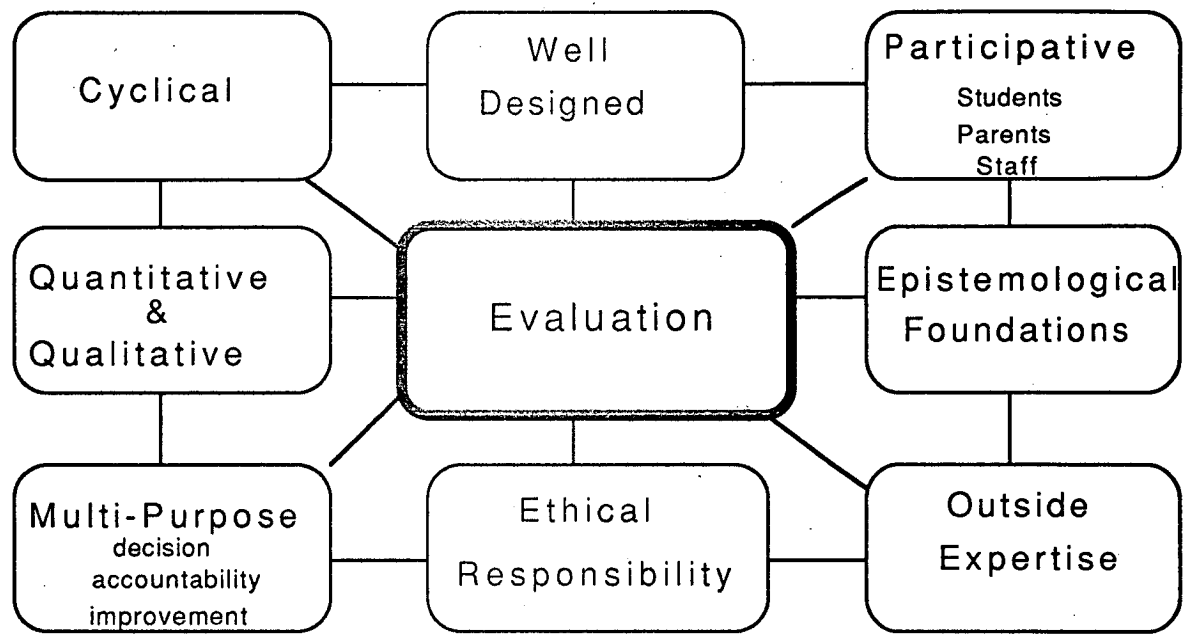
Ninth, a common thread running through the evaluation procedure in many states of Australia was the combination of local autonomy guided and assisted by outside expertise. This pattern also became part of our rationale as the university consultant-researcher combined with the local school (St Mary's) in helping the school community conduct its own evaluation. It was important that the evaluation not be something imposed from outside. Accordingly, Dr Ramsay, while on study leave from the university, taught full-time at the College, became a known member of staff and worked closely with the whole school community. Importantly, too, as indicated earlier, the whole approach to evaluation-- areas to be examined, specific questions to be asked, etc. emanated from the staff with the assistance and guidance of the consultant-researcher. Moreover, staff, parents and students will all play a role in commenting on the results of the analysis. This process will aid the researchers and give the whole community a role and stake in the outcome of the evaluation. It will also have the effect of enhancing the likelihood of definite and

constructive policies for the future. It is also significant that the Catholic Education Office has provided part of the funding for this study. The role and value of a central body providing financial and educational resources in helping schools evaluate themselves has thus been demonstrated.

Finally, another important aspect of the rationale behind the St Mary's study was that it demonstrated how the university theorist may combine with a school community significantly to aid the process of school introspection and improvement.. Currently many people are calling for much closer links between the university and society. What better demonstration of such cooperation than an evaluation made possible by bringing together the research expertise and insights of the university with the practical reality of a school setting in order to bring about a more effective school. As Schon (1983, p. 290) concludes, ' It is inefficient to expect one group of teachers to independently re-invent a wider range of educational wheels'. The contact with tertiary institutions allows classroom experiences to be placed in a wider context. This will improve the analysis and interpretation of those experiences. And, it is a two way street. Teachers' experiences will have broadened and deepened the understandings of academics who will see their academic ideas tested and tempered in real classrooms. Finally, as noted by Duignan (1986), concept must keep pace with the growth of theory and practice in the field. Our knowledge about educational evaluation therefore must continue to grow and expand. Also both theorists and educational practitioners must regard evaluation as an integral part of the ongoing organisation, growth and development of the school community (Madaus, Scriven & Stufflebeam, 1983).



The following chart depicts and summarises the major elements in the design of the St Mary's Study.



Rationale of St Mary's Evaluation

3.8 Conclusion: The Growing Importance of School Evaluation

In the 1980's schools are in a transition period--adapting to new information technology, changing social functions and a shifting position of education in society. Many schools are in a period of non growth, perhaps even contraction. At the same time, there is today greater emphasis on individualism and multiple options in school curricula. We also live in a society which is becoming increasingly pluralistic, thus creating more consumer-demand pressures on the school.

In this context school evaluation is gaining in importance and becoming more formalised and embedded as a regular and necessary part of school administration. Also, as education dollars increasingly compete against defence, social welfare and other programs, there is mounting pressure for school evaluations which demonstrate accountability for the expenditure of public funds. This pressure has resulted in moves towards a central curriculum which threatens the autonomy of schools to be truly active in governing their own affairs. As Duignan (1988) argues:

. . . in order to counterbalance arguments for central curriculum control, they [schools] will have to mount their own arguments based on defensible criteria. To combat corporate managerialist thinking (top-down control and vertical accountability), they will need to develop participative and democratic structures for the development and evaluation of their curricula. They need to demonstrate that they have a large measure of horizontal accountability (peer and community evaluation), or they are likely to be subjected to an uncompromising vertical variety (p. 70).

Accordingly, evaluation will be absolutely essential in order for schools to demonstrate the extent to which they are actually making a difference in the lives of their students.

Moreover, in a society in which change and the rate of change are increasingly apparent, there is a growing demand for planned change based upon informed decisions as opposed to ad hoc hunches founded upon mere intuition. Thus, schools have a real need to formulate a base of quantitative and qualitative data to aid them in their decision making and in their ability to show, both to the school community and governmental authorities, the actual effects of schooling.

There is little doubt that we are moving toward the establishment of evaluation standards and ethics based upon paradigms of evaluation encompassing both quantitative and qualitative measurements of social reality. At the same time, however, we need to be realistic in recognising that the normative nature of schools, and concepts like 'school improvement' and evaluation make the task difficult indeed. Too often, 'researchers have ridden off in all directions armed with different conceptual and methodological trappings, and have returned with formulae that often appeared incompatible and incommensurate' (Huberman and Miles 1986: 61).

Despite these limitations it is clear that the university and other tertiary level institutions, as well as departments of education, will be instrumental in helping schools, teachers, parents and students piece together the educational shadows so that a clearer picture of the true nature of education, school improvement and the role of schools in society will thus emerge.

## INTERIM REPORT OF FINDINGS BASED UPON STUDENT DATA

### 4.1 Introduction

This report was prepared for the St. Mary's College Staff day, 4th February, 1988. It is a summary Report which aims to present concise results of the two-fold study - A Perception of School, and Quality of School Life Study - collection of data for which began in 1986 and was completed 1987.

The study was designed firstly to gather information from students both past and present regarding their perceptions of the total programme at the Senior School of St. Mary's College. It was built on the following evaluation 'question' selected by the whole school staff in 1986.

"To gain a full evaluation of the total effects of the Curriculum it is suggested that a study be made of a cross section of students two to five years after leaving Grade 12 at St. Mary's with particular emphasis on their spiritual, social, academic and community involvements (including sporting activities)."

The attendant purpose of the study was to gain information from all the Senior School students regarding their experience of the Quality of their school life. In designing the study the attempt was to incorporate all aspects of this 'question'. At the same time the aim was to form a unitary character to the design. In other words whilst the results are presented in terms of categories (the aspects) the main findings embrace all the categories of both parts of the study together, attempting to provide

information that speaks to the college's programme as a whole. Indeed this is how the results should be read. For every single aspect of a school programme surely touches and is touched by the rest. It is mainly for this reason, that the study, though major in its scope, was attempted in this format.

In presenting this Report of results, no attempt has been made to provide interpretations. The researcher's task in an evaluation of this kind must inevitably be to interpret the results of the analysis of data, and make some judgements and recommendations. However, this is a Report to the College Principal and Staff and in a sense is an interim Report because the results of the research need to have the reflection of staff and parents if appropriate meanings are finally to be inferred. What is suggested is simply the continuance of the Staff-Researcher collaboration upon which the design of the study was built from the beginning. The researchers will not shrink from making judgements appropriately based on the results, but require, it is felt, the staff's comment as well.

It is intended that the staff's contribution will provide an orientation for the conclusions of the study in the final Report, which should be completed later this year.

#### 4.2 Procedure for Analysis

##### Perception of School Study (POSSTUDY)

The background data for each student, and for the groups, were entered but not analysed in full. Only the data from the seven categories were analysed.

##### First Stage of Analysis

Since each category of items was given a scale for subject response, the data could be analysed according to the frequency of these responses.

Hence for each category, in general terms, the responses could be tabulated according to the strength of the student's agreement or disagreement with the item statements. Thus the first stage of the analysis involved setting up SPSS files for every student, containing all data from the questionnaire instrument. To this were added data for the psycho-social variables - level of achievement and locality.

### Second Stage of the Analysis

The first step here was to compute the frequencies (and histograms), means and standard deviations, for each of the 180 items of the student data.

Pearson product moment correlations were done to explore the underlying structure and patterns of the responses. Factor analysis was also employed to discover underlying patterns of relationships in the data.

Multivariate discriminant analysis was used to test if there were significant statistical differences between subgroups, eg. age or grade level, level of achievement, year of leaving, and locality of residence.

### The Psycho Social Variables

In addition to the absolute (frequency) data, control was exercised according to the four psycho-social variables named above.

#### Age or grade level

All the present students were located in the natural school settings according to grades. Past students were identified according to their final school grade. In general these also constituted separation of the students into age differences. Each student was given a numeral 'score' according to grade and this was added to her file record.

#### Level of Achievement

For the grades 10, 11 and 12 students this variable was constructed by use of SC or HSC results. For each student points were derived from levels 3, 2 and 1 results in four subjects - mathematics and/or science and english and or another humanities subject together with the two best other subjects. Each student was then given a total point score which was added to her file record. In grades 7 to 9 inclusive each student was assigned an academic level (numeral 1, 2 or 3). This was added to her file record.

### Year of Leaving

Each student was allocated a grade of exit code numeral, whether grade 10, 11, or 12. The numeral was added to the student's file record.

### Locality

This was used as a measure of broad socio-economic categorisation. It employed the local government or municipality divisions employed by governmental agencies. However, it proved to be a crude measure and predictably yielded little of significance in the results.

### Distribution

The analysis sample included about 7% who were non-Catholic. Hence no difference of statistical significance was effected by this proportion.

The results have been presented basically according to the divisions employed in the instruments - the Categories of the Pos study questionnaire and the Domains of the QSL questionnaire. Canonical correlations have not yet been completed so the patterns of relationship between the sets of variables cannot be stated with any certainty at this stage. Summary statements have been included for the purpose of this report.

As indicated in the introductory statement, no interpretation of the results has been completed yet, so the listing of 'main findings' can only be interim representations in broad form of the results as they stand.

## 4.3 The Perception of School Study

### 4.3.1 CATEGORY 1: WHAT IS THE SCHOOL FOR?

In this section students were given a list of statements about outcomes or goals which have been attributed to school. Students were asked to indicate firstly how important they considered various goals were on a five point scale, ranging from 'of no importance' to 'of slight importance, moderately important, important and very important'. In answering the

same question students were asked to evaluate how well the school achieved that particular goal-on a five point scale ranging from 'not achieved, slightly achieved, moderately achieved, achieved to very well achieved.'

RESULTS FOR ABSOLUTE DATA

The results have been summarised according to a categorisation of all the items into the cognitive or the affective domain. The Table shows the percentage of students who agreed with each item statement, thus indicating how important they regarded each item. The items are ranked accordingly.

An average percentage is also given for each of the two domains to reflect the affirmative response of students generally. Percentages also indicate the strength of students' perception regarding how well they consider each goal to have been achieved.

TABLE SHOWING RESULTS FOR

CATEGORY 1: WHAT IS A SCHOOL FOR

A=Affective C=Cognitive It's The Schoo l's Task to Make Sure that you		HOW IMPORTANT RANK		HOW WELL ACHIEVED RANK	
1.	Know about wide range of jobs (C)	89%	5	31%	14
2.	Understand one or more traditional academic subjects (C)	76%	12	64%	3
3.	Understanding of yourself and how others see you (A)	73%	15	28%	15
4.	Appreciate English Lit (C)	43%	19	55%	4
5.	Organise own time & work independently (A)	89%	6	28%	15
6.	Listen with understanding (A)	81%	7	41%	9
7.	Understand Maths (C)	44%	18	38%	10



8.	Individual develop- ing as you wish (A)	74%	14	23%	19
9.	Able to Read (C)	99%	1	81%	1
10.	Accept those who think and act differently. (A)	94%	3	50%	6
11.	Understand world of work (C)	79%	9	28%	15
12.	Have specific skills needed for chosen work. (C)	76%	13	42%	8
13.	Understand Sciences (C)	67%	16	52%	5
14.	Understand Fine Arts (C)	41%	20	33%	13
15.	Obedient to parents, teachers, authority (A)	81%	8	68%	2
16.	Work hard at what is difficult and not liked (A)	77%	11	43%	7
17.	Self confidence and self respect (A)	94%	2	35%	12
18.	Response to major social issues (A)	79%	9	21%	20
19.	Appreciation of of beauty (A)	49%	17	23%	18
20.	Form opinion and under pressure (C)	90%	4	36%	11

\*\*\*\*\*

Items in the Affective domain were generally regarded as "more important" than the "Cognitive", but less well "achieved" by the School.

Seven of the ten Cognitive Items were rated as either important or very important by more than 60% of the students. Item 4 (English Literature), Item 7 (Mathematics) and Item 14 (Fine Arts) were viewed as either important or very important by less than 50% of the students.

Nine of the ten Affective Items were rated as either important or very important by more than 60% of the students. Only Item 19 (Appreciation of beauty--49%) was rated lower than 60%.

The average strength of response for all the Cognitive Items was 70.3% of students. The average for the Affective Items was 79%. Students therefore assessed the Affective Items as having more importance. Flynn (1985) found a similar result and regarded it as the most significant ('surprise') result of his study of NSW Catholic Schools.

Two of the Cognitive Items (2--Understanding one or more traditional subjects in depth, and 9--able to read with understanding) were regarded as either achieved or very well achieved by more than 60% of the students. All other items received an achievement percentage of less than 60%, with the average being 46%.

One of the Affective Items (15--Obedience to parents, teachers and authority) was regarded as either achieved or very well achieved by more than 60%. All other items received an achievement percentage less than 60%, the average being 36%.

The Items, whether Cognitive or Affective, which related to the world of work ("knowing about a wide range of jobs, learning specific skills needed for chosen work, organising time and learning how to work independently", etc.) were regarded as especially important by the students.

Of the traditional academic disciplines, the Fine Arts area appeared to be regarded as the least important (Items 14 and 19) and the least well achieved by the School.

Items related to self esteem (8--"An individual developing as you wish", 5--"independence", 17--"self confidence and self-respect", 3--"understanding yourself, and the way others see you", and 20--"forming your own opinions"), were generally regarded as among the most important school goals, but the least well achieved by the school.

## RESULTS FOR PSYCHO SOCIAL VARIABLES

### 1. Age or Grade Level

Students were divided into categories according to age or grade in order to determine any differences in responses among Grade 10, 11, and 12 students.

Differences in response to Items 2, 3, 5, 9, 15, 18 and 19, were statistically significant at .01 or .05 levels. Data for these items are summarised below.

The grade 11 and 12 students (82% and 80% respectively) were much more likely than the grade 10's (68%) to regard it as important that the school enable students to understand in depth one or more traditional subjects (2).

The grade 10 students (47%) were much more likely than the grade 11's (34%) and 12's (27%) to be critical of the school's success in enabling students to understand themselves and how others see them. (3)

The grade 12's (91%) and grade 11's (94%) were much more likely than the grade 10's (83%) to regard as more important the goal of being able to organise one's own time and work independently (5), although all three groups regarded the goal as important.

The grade 12's (89%) were more satisfied than the grade 11's (74%) or 10's (78%) that the school had achieved or very well achieved the goal of enabling them to read with understanding (9).

The grade 12's (73%) and grade 11's (77%) were also significantly more satisfied than the grade 10's (57%) that the school had achieved or very well achieved the goal of making sure that students are obedient to parents, teachers and all in authority (15).

The grade 10's (52%) were significantly more critical than the grade 11's (39%) or 12's (42%) of the school's success in making sure that students know of and are concerned to respond justly to major social issues (18).

A significantly higher percentage of grade 12's (33%) also thought the school was successful in giving students an appreciation of beauty (19). This compared with 15% of grade 11 and 19% of grade 10.

## 2. Level of Academic Achievement

Students were divided into three academic levels: high achievers, middle achievers and low achievers. This was done based on past academic success in selected subjects, as indicated in the discussion of methodology.

Differences in response to Items 10, 12, 13, and 19 were statistically significant at .01 or .05 levels. Data for these items are summarised here.

In assessing the school's success in making sure that students can organise their own time and work independently (16), the high achievers (66%) were much more likely to regard this goal as not achieved than were low achievers (29%). These compared with 53% of middle achievers.

The high achievers (95%) and middle achievers (91%) considered the goal of having specific skills needed for chosen work (12) to be much more important than did low achievers (66%).

In the science area, the high achievers regarded the goal of understanding science as more important, but much less well achieved than did the middle and low achievers. (Achieved: 36% of high achievers, compared with 60% middle achievers and 51% low achievers).

Finally, the high achievers also regarded the goal of being able to appreciate beauty (19) as more important than did the lower or middle achievers (High achievers 62%; middle 50%; low 35%).

### 3. Year of Leaving

For purposes of determining differences between responses of present and past students the sample was divided into three groups: (1) Students who left school between 1978-1980; (2) those who left between 1981 and 1984 and (3) present students, who included those at school in 1986.

Differences in response to Items 3, 4, 11, 18 and 19 were statistically significant at .01 or .05 levels. Data for these items are summarised below. Present (1986) students appeared to be generally more satisfied with the school's programme than past students of either the 1978-80 or the 1981-84 groups.

In assessing the school's success in making sure students understand themselves and how others see them (3), the 1981-84 group (30%) was more approving than the 1978-1980 group (26%) and much the same as the present (1986) group (29%). No group recorded a high percentage of approval.

Both the present (1986) (41%) and the 1981-1984 group of students (54%) regarded the goal of "appreciation" of English Literature (4) as much more important than the 1978-80 group (26%), with the highest approval rating coming from the 1981-84 group.

Present (1986) students were less disapproving (33%) than the past students (1978-80-16%; 1981-8-22%) of the school's success in making sure students understand the world of work (11).

For the school goal of developing in students an appreciation of beauty, less than half of the present (1986) students considered this goal to be important (45%), compared with 1978-80 (51%) and 1981-84 (68%). The goal recedes in importance to students over the period 1978-86. Though the item responses for how well the goal has been achieved by the school are not statistically significant, the percentages of 'achieved' also decline from 1978-80 (26%), 1981-84 (31%) to 1986 (20%).

Present (1986) students (24% achieved) were also less disapproving in judging the school's success in making sure students know of and respond to major social issues (18). The 1981-84 group (19%) was also more satisfied than the 1978-80 group (10% achieved).

#### 4. Locality (Local Government Area)

Students were divided into categories according to residence. The Municipalities included: Hobart, Glenorchy, Clarence, Kingborough and Others. No differences in response based upon the Municipalities in which the students reside, were found to be statistically significant at .01 or .05 levels, for this variable.

#### 4.3.2 CATEGORY 2: ACADEMIC

In this section students were asked to give their opinion about choosing HSC subjects. A four point scale was utilised ranging from definitely agree to mostly agree, mostly disagree, and definitely disagree.

##### RESULTS FOR ABSOLUTE DATA:

###### Part A

Items 1 to 8 inquired about the reasons why students chose or would choose HSC subjects. Ranked in order of strength of agreement, the responses show that students chose subjects primarily because they needed the subject to qualify for entry to a university or other tertiary institution and because they were intrinsically interested in the subject. Note that friends and parents appeared to exert little influence.

18% of the students agreed and 72% disagreed that the Science/Maths area appeared to be more important than the Humanities.

A majority of students agreed that appropriate information was readily available regarding subjects necessary for tertiary study (61%) and for specific fields of employment (58%).

##### TABLE SHOWING RESULTS FOR CATEGORY 2: ACADEMIC

###### (CHOOSING HSC SUBJECTS)

<u>Item No.</u>	<u>Reason for choice</u>	<u>% Agreed</u>	<u>% Disagreed</u>
4.	You were intrinsically interested	93%	7%
1.	You needed particular subjects to to qualify for univ or other tertiary institutions	91%	9%
2.	Needed subjects to gain immediate employment of your choice	85%	15%
5.	Had achieved good results in that subject in year 10	80%	20%
10.	Appropriate information was available regarding prerequisites for tertiary study	61%	39%
11.	Appropriate information was available regarding specific subjects required for specific fields of employment	58%	42%
6.	You knew nothing of subject and wanted to fill gap in your knowledge	51%	49%

8.	Choices were largely determined by organisation of subjects into lines	34%	66%
9.	The Sciences appeared to be more important than the Humanities	18%	82%
7.	Parents strongly influenced choice	17%	83%
3.	Your friends were doing that subject	8%	92%

### Part B - Benefits from Choice of HSC Subjects

Students were also asked their opinions of various benefits to be derived from their choice of HSC subjects. Their responses are summarised below:

The choice of subjects was thoroughly effective in terms of response to all the item statements.

### Benefits from Choice of HSC Subjects

Item No.	Your choice of HSC subjected assist you:	<u>% Agreed</u>	<u>% Disagreed</u>
13.	In gaining entrance to a tertiary institution	89%	11%
14.	Providing sound introduction and foundation for further study	87%	13%
15.	Providing basis for continuing personal interest in an area or discipline	85%	15%
16.	Opening up new areas of study for you	84%	16%
12.	In gaining immediate employment	72%	28%

### RESULTS FOR PSYCHO SOCIAL VARIABLES:

#### 1. Age or Grade Level

Differences in response found in items 10 and 11 were statistically significant at .01 or .05 levels. Data are summarised below.

The grade 10's were much more likely to agree (71%) that appropriate information was readily available regarding prerequisite subjects for tertiary study (10), compared to grade 11 (60%) and grade 12 (52%).

Similarly, the grade 10's (78%) were much more likely than the 11's (66%) or 12's (35%) to agree that appropriate information was readily available regarding the specific subjects required for specific fields of employment (11).

## 2. Level of Academic Performance:

Differences in response based upon level of academic performance in items 2, 7, 9, 11, 12 and 13 were significant at .01 or .05 levels.

High and middle achievers (91%; 90%) more than low achievers (70%) agreed that HSC subjects were chosen because they were needed to gain the immediate employment of the student's choice (2).

(7) Low achievers (12% agreement) were less influenced by parents in choosing subjects than high achievers (19% agreement). Middle achievers recorded 17% agreement with the item statement.

(9) In making subjects selections high achievers (23% agreement) were more likely to view the sciences as more important than the humanities than low achievers (19% agreement), with middle achievers least likely to do so (15% agreement).

(11) Middle achievers (66% agreed) and high achievers (63%) agreed more than low achievers (39%) that appropriate information was readily available regarding specific subjects for specific employment.

(12) Middle level achievers (83%) were more likely to agree than high achievers (73%) that their choice of HSC subjects will assist in gaining immediate employment. Low achievers (48%) were the least likely to agree to this statement.

(13) Low achievers (95%) most agreed and high achievers (82%) least agreed that one's choice of HSC subjects assists in gaining entrance to a tertiary institution. Middle achievers' response was (85%).

## 3. Year of Leaving

Differences in response were for items 1,5,7,8,9,11, 13, 14 and 15 were statistically significant at .01 or .05 levels for this variable. Data for these items are summarised below.

The 1978-80 (93%) and the present (1986) group (92%) agreed more strongly than the 1981-84 group (81%) that HSC subjects were chosen



because of the need for particular subjects to qualify for entrance to a tertiary institution (1).

(5) The 1978-80 students (84%) and the present (1986) group (79%) more strongly agreed that their choice of subjects was because of good results in grade 10. Response for 1981-84 was 70%.

(7) 1978-80 students more strongly disagreed (87%) that their parents had influenced their choice of subjects than present (1986) students (82%), or the 1981-84 group (78%) who disagreed less strongly.

55% of 1978-80 students and 59% of 1981-84 students disagreed that choices were largely determined by organisation of subjects into lines. This compared with 67% of present (1986) students who disagreed with the statement. (8)

84% of 1978-80 students, 75% of 1981-84, and 82% of present (1986) students disagreed that the Sciences appeared to be more important than the Humanities (9).

With the statement that appropriate information was readily available regarding the specific subjects required for specific fields of employment, 36% of 1978-80 and 37% of 1981-84 students agreed, compared with 69% of present (1986) students (11).

81% of 1978-80 students and 80% of 1981-84 agreed that their choice of subjects assisted or would assist them in gaining entrance to a tertiary institution. This compared with 89% of present (1986) students who thought so (13).

81% of 1978-80 students, and 83% of 1981-84, compared with 89% of present (1986) students, considered that their choice of subjects helped provide a firm foundation for further study in any discipline (14).

With the statement that choice of subjects provided a basis for a continuing personal interest in an area or discipline 81% of 1978-80 and 73% of 1981-84 students agreed, compared with 90% agreement by present (1986) students (15).

#### 4. Locality (local Government Area)

Differences in response to items 1 and 8 were statistically significant at .01 or .05 levels for this variable. Data for these items are summarised below.

Students in 'Kingborough' (93%) and Hobart (92%) more strongly agreed than students from the other localities ('Glenorchy' 83%; 'Clarence' 89%; 'Other areas' 86%) that they would choose or chose HSC subjects because they were needed to qualify for entrance to university or some other educational institution (1).

'Kingborough' students more strongly agreed (50%) than the others ('Hobart' 35%; 'Glenorchy' 17%; 'Clarence' 33%; 'Other' areas 41%) that their choice of HSC subjects was influenced by the way in which subjects were organised into lines (8).

### 4.3.3 CATEGORY 3: VOCATIONAL

In this section students were asked to respond to statements about vocational aspects of the school. The scale again ranged from definitely agree; mostly agree; mostly disagree; to definitely disagree.

#### RESULTS FOR ABSOLUTE DATA:

Taken as a general proposition students endorsed the appropriateness of the vocational subjects they studied (85% agreement with the item statement). Also 77% of students considered that more vocational studies are required at HSC if students are to be prepared for life after school. However, when it comes to particular aspects the picture has both positive and negative dimensions. The majority of students agreed that work experience helped them to understand the world of work, or in deciding upon a career. But 27% (work) and 31% (career) of students respectively did not agree with these statements.

Only 36% of students regarded leisure education as useful in opening up to them a potential career.

As to whether vocational studies carried over to other areas, or to their usual lives outside the school, the results varied with the subjects studied. Craft was considered far less likely to carry over in this sense than either cooking or dressmaking.

#### TABLE SHOWING RESULTS FOR

#### CATEGORY 3: VOCATIONAL EDUCATION

N=249

#### Item

<u>No.</u>	<u>Vocational Education</u>	<u>% Agree</u>	<u>% Disagree</u>
1.	The subjects I (study) studied suit (ed) my career choice	85%	15%
2.	Leisure education was (is) useful in opening up to me a potential career	36%	64%
3.	Because of my craft studies I am now able to do simple repairs at home	46%	54%
4.	My skills in cooking, dressmaking have carried over into other areas	67%	33%
5.	Work experience has helped me in deciding upon my career.	69%	31%

6.	More vocational studies are required at HSC if students are to be prepared for life after school	77%	23%
7.	Work experience helped me understand the world of work.	73%	27%
8.	Vocational studies have proven beneficial in my life outside school		
	Cooking	89%	11%
	Dressmaking	68%	32%
	Craft	48%	52%

## RESULTS FOR PSYCHO SOCIAL VARIABLES

### 1. Age or Grade Level

Differences were found between grade 10's 11's and 12's in response to items 4 and 7, statistically significant at .01 or .05 levels. Data for these items are summarised here.

For the grade 10's there was much less ('definite') disagreement (11%) that skills in cooking and dressmaking carried over into other areas (4). (Grade 11, 34%; grade 12, 54%)

85% of grade 10's regarded work experience as helping them to understand the world of work (7). This compared with 72% of grade 11's and 64% of grade 12's.

### 2. Level of Achievement

Differences were found between high, middle and low achievers in responses to items 3 and 7, statistically significant at .01 or .05 levels. Data for these items are summarised here.

60% of high achievers agreed that craft studies enabled them to do simple repairs at home, compared with 38% of the middle achievers and 29% of low achievers.

The middle achievers registered greater agreement that work experience helped them to understand the world of work (81% agreement). This contrasted with 68% for the high achievers and 59% for the low achievers.

### 3. Year of leaving

Statistically significant differences in response for items 3,7, and 8 (b,c) were found between the three leaving groups: 1978-80, 1981-84 and

present students (1986), at .01 or .05 levels. Data for these items are summarised.

74% of the 1978-80 group agreed that craft studies enabled them to do simple repairs at home. This compared with 47% for 1981-84, and 40% for present (1986) students.

78% of the present (1986) students and 77% of the 1978-80 group considered work experience as helping them to understand the world of work. This compared with 59% for the 1981-84 group.

For the statement, 'Vocational studies have proven beneficial in my life outside school', statistically significant differences were found in two of the three areas. For part b) (Craft) 84% of the 1978-80 group agreed with the item statement compared with 58% of 1981-84 and 39% of present (1981) students.

For part C) (dressmaking) 85% of the 1978-80 group agreed with the item statement compared with 69% of 1981-84 and 64% of present (1986) students.

#### 4. Locality (Local Government Area)

No statistically significant difference in response was found between groups for this variable.

#### 4.3.4 CATEGORY 4: PERSONAL AND SPIRITUAL DEVELOPMENT

In this category students were given a number of statements about the contribution St Mary's might make to the students' personal and/or spiritual development.

#### RESULTS FROM ABSOLUTE DATA

##### Moral and Religious Issues

The items in this section presented students with a number of moral and religious situations, their responses to which are given in Table below. In the area of social morality students unequivocally recorded high agreement with the item statements in terms of respect for truth and social responsibility. Response in the area of sexual morality were contrasting. Half the students (50%) considered it alright for unmarried people to live together. Only 46% of students considered that at school they were adequately assisted in preparing for marriage; 38% in preparing for pregnancy.

In the area of religion and life 60% of students held that Religion helped answer basic questions about life's meaning; on the other hand 54% felt that at times they were afraid of losing their faith.

Items 1-11 asked students to indicate their agreement or disagreement (on a four point scale from definitely agree to definitely disagree) with a number of statements concerned with religious and moral issues.

#### TABLE SHOWING RESULTS FOR

#### CATEGORY 4: PERSONAL/SPIRITUAL DEVELOPMENT

<u>Item</u>			
<u>No.</u>	<u>Moral and Religious Issues</u>	<u>% Agree</u>	<u>% Disagree</u>
1.	A respect for truth is a fundamental element in the stability of any society	99%	1%
2.	At times I am afraid of losing my faith	54%	46%
3.	The great world problems such as poverty and war don't worry me particularly	9%	91%
4.	It is alright for people who are	50%	50%

	married to live together		
5.	To drive a car when unsteady after drinking is not only foolish but morally wrong	78%	22%
6.	Trying out drugs (eg Marijuana) is all right so long as you don't go too far	22%	78%
7.	I feel concerned that many people tell untruths lightly, that is, without serious reason	73%	27%
8.	Religion has helped me answer the real questions about the meaning of life	60%	40%
9/10.	My education at SMC (has) helped in preparing for such things as:		
	Marriage	46%	54%
	Pregnancy	38%	62%
11.	Being a Catholic is very important to me	79%	21%

### Influences on Religious Development

These results confirm the significant role which the family plays in the religious development of the students (73% regarded parents' instruction and example as 'important'). These results contrast with the influence of teachers (44%) of school friends (41%), or of the Religious education at school (31%).

The scale ranged from 'Most Important, Very Important, Some Importance, Little Importance, to No Importance'. Listed below are the various influences in order of strongest influence:

TABLE SHOWING INFLUENCES ON RELIGIOUS DEVELOPMENT

<u>Item</u>			
<u>No.</u>	<u>Influence</u>	<u>%</u>	<u>Important %</u>
<u>Unimportant</u>			
12.	Instruction of parents and their example	73%	8%
13.	Example and personal guidance of teachers	44%	18%
14.	Example of friends at school	41%	19%

15.	Guidance and influence of some Religious, Priest, or Minister	40%	28%
17.	Religious education provided by the school	31%	33%
16.	Religious instruction provided by Parish or or church	35%	35%

### Religious Education at School and Religious Practice (N=249)

The descriptor 'I found them quite interesting', best fits students' idea of Religious education classes. But only 45% of the total number of students so describe them. None of the descriptors was considered appropriate to a majority of students.

Associated with this item was that of Mass (or Worship Attendance). 41% of students said they attended Mass or Worship at least on Sundays; 44% attended about once a month or less. 40% said that they received Holy Communion at least on Sundays; 46% that they received Holy Communion about once a month or less;

43% attended Confession or Reconciliation rarely or never.

Regarding prayer 23% said they normally prayed daily; a total of 50% said that they prayed approximately every week, or less than this.

On the other hand 66% of students said that they performed an 'apostolic action or good deed for others' every week approximately, or more than this.

Students were asked to circle the response which most closely described their belief or practice. Percentages are given for proportions of student responses for each item alternative.

#### TABLES SHOWING STUDENT RESPONSES

#### TO ITEMS OF RELIGIOUS BELIEF/PRACTICE

19.	<u>RE Classes at School</u>	<u>Responses</u>	20.	<u>Mass Worship attendance</u>	<u>Response</u>
(1)	Strengthened commitment to God	12%		very or rarely/never	17%
(2)	They were related to real	16%		Sundays at least	41%
(3)	I found them quite interesting	45%		Attend daily or	4%



(4)	Were irrelevant to my life	13%	About once per month	6%
(5)	Were boring/uninteresting	13%	About 4 or 5 times a year	21%

21. Receiving Holy Communion % Response

1.	Daily or several times a week	4%
2.	At least on Sunday's	40%
3.	About two or three times a month	8%
4.	About once a month	6%
5.	About four or five times a year	19%
6.	Very rarely or never	21%

22. Confession/Reconciliation

1.	Weekly	0%
2.	About once or twice a month	1%
3.	About once in two months	5%
4.	About once in three months	13%
5.	About once or twice a year	39%
6.	Practically never	43%

TABLE CONTD: RELIGIOUS BELIEF/PRACTICE

23. Performance of Apostolic Action or good deeds for others

	<u>(I normally perform...)</u>	<u>% Response</u>
1.	Weekly	58%
2.	About once or twice a month	22%
3.	About once in two months	3%
4.	About once in three months	4%
5.	About once or twice a year	3%
6.	Practically never or never	1%

24.	<u>Prayer. I normally pray</u>	<u>Response</u>
1.	At least once or twice daily	23%
2.	Several times a week	25%
3.	Every week approximately	18%
4.	Every month approximately	4%
5.	Occasionally during the year	17%
6.	Practically never or never	11%

### PSYCHO SOCIAL VARIABLES

#### 1. Age or Grade level

Differences in response to items 4,5,8,11,12,14,17,19, and 24 were found to be statistically significant at the .01 or .05 levels, for these variables. Data for these items are summarised below.

#### Moral and Religious Issues

40% of the grade 12 group agreed with the statement (4) that it is all right for people who are not married to live together. This compared with 50% of grade 11, and 60% of the grade 10 groups.

86% of the grade 11's agreed with the statement (5) that 'To drive a car unsteady after drinking is not only foolish but morally wrong.' This compared with approx. 75% for both grade 10 and 12 group.

With the statement (8) 'Religion helps to answer real questions about the meaning of life,' 71% of the grade 12 group agreed, compared with 61% of grade 11 and 48% grade 10.

With the statement (11) 'Being a Catholic is very important to me'. 82% of grade 11 and 84% of grade 12 agreed, compared with 69% of grade 10.

This result appears consistent with responses in Section 1 which found the Grade 10 group considerably more uncertain, than grade 11's or 12's, of themselves as individuals and of how others see them.

### Influences on Religious Development

80% of the grade 12 and 76% of grade 10 considered the instruction and example of their parents (12) as important to their religious development. This compared with 58% of grade 11.

57% of grade 12 students, considered the School RE programme (14) to be important in their religious development. This compared with 32% of grade 11 and 30% of grade 10.

50% of the grade 12 compared with 38% of grade 11 and 18% of grade 10 considered the guidance and influence of some Religious, Priest or Minister (17) as important to their religious development.

### Religious Education and Religious Practice

As noted from the absolute data above students employed the statement 'I found them quite interesting'. as best describing their Religious Education classes. Where grade levels were compared, 55% of grade 12 and 46% of grade 10 favoured this statement, compared with 30% of grade 11.

Regarding Mass attendance (20) 48% of grade 10 and 54% of grade 12 compared with 64% of grade 11 normally attend mass at least on Sundays. Roughly the same data apply to reception of Holy Communion (21). Results for these two items showed no difference of statistical significance.

Concerning Personal Prayer 65% of grade 12 and 62% of grade 11, compared with 37% of grade 10, normally prayed several times a week or more frequently.

### 2. Level or Achievement

Differences in response to items 15, 20 and 21 were found to be statistically significant at .01 or .05 levels for this variable. Data for these items are summarised below.

### Influences on Religious Development

52% of high achievers regarded Teachers as being important influences in their religious development (13) compared with 44% of middle achievers and 36% of low achievers.

Religious education at school (14) was considered an important influence by 51% of high achievers, compared with 47% of low achievers and 36% of middle achievers. The differences for these two above items were not statistically significant.

Regarding the influence of friends (15) in their religious development, 58% of high achievers regarded friends as important, compared with 41% of middle achievers and 20% of low achievers.

### Religious Practice

73% of low achievers attended Mass at least on Sundays, or more than this (20), compared with 52% of high achievers and 47% of middle achievers.

Similarly, 72% of low achievers received Holy Communion at least on Sundays or more than this (21) compared with 54% of high achievers and 50% of middle achievers.

### 3. Year of Leaving

Differences in response to items 1, 8, 9, 10, 11, 15, 20, 21 and 22 were statistically significant for this variables. Data items are summarised below:

#### Moral and Religious Issues

64% of the 1981-84 group agreed with the statement that 'Religion helps me to answer real questions about the meaning of life' (8), compared with 58% of the 1978-80 group and 59% of the 1986 (present) group.

With the statement that 'My education at SMC has helped me in preparing for such things as pregnancy' (9) 49% of present (1986) students disagreed, compared with 54% of 1981-84 students and 71% of 1978-80 students.

With the statement 'My education at SMC has helped me in preparing for marriage' (10), 54% of 1986 (present) students disagreed compared with 59% of 1981-1984, and 78% of the 1978-80 group.

#### Influences in Religious Development

As noted in the results from absolute data above (item 12) Parents were the most important of all the influences upon students' religious development. Where years of leaving are compared the responses are still high for each of the periods, but 77% of the 1978-80 group and 80% of the 1981-84 group compared with 70% of the present (1986) group regarded parents as the important influence.

## Religious Practice

55% of present (1986) students said they normally attended Mass at least on Sundays or more frequently (item 20). This compared with 36% of the 1981-84 group. Roughly the same response frequencies applied to 'reception of Communion' (item 21).

30% of the present (1986) group said they rarely or never attended the Sacrament of Confession or Reconciliation. This compared with 56% of the 1981-84 group and 84% of the 1978-80 group for this point on the scale.

### 4. Locality (Local Government)

No difference of statistical significance was found in responses between groups for this variable.

#### 4.3.5 CATEGORY 5: LEADERSHIP AND SPORT

In this category students were asked to give their opinion about aspects of leadership and sport which they experienced in school. Responses were on a four point scale: 'Definitely Agree, Mostly Agree, Mostly Disagree and Definitely Disagree.'

#### RESULTS FOR ABSOLUTE DATA

The results are in two dimensions of school experience - one concerning the aspect of leadership, the other that of sport and physical education.

Whilst 73% of students agreed that 'school helped (them) to understand what leadership is', only 59% considered teachers to be 'good models of leadership'. Moreover, only 47% of students considered that they had 'developed the ability to be a good leader'.

65% of students considered that Physical Education 'provided a comprehensive and worthwhile programme', though only 39% thought that there were a sufficient number of classes in this subject. More than half the students (56%) regarded sport and PE as being 'directed mainly at the gifted and talented students.' And only 49% of the students considered that 'The value of physical activity was emphasised at SMC sufficiently for (them) to continue sport and leisure' away from or after leaving school.

#### TABLE SHOWING RESULTS FOR

#### CATEGORY 5: LEADERSHIP AND SPORT

<u>Item No.</u>	<u>Aspects of Leadership/Sport</u>	<u>% Agreed</u>	<u>% Disagreed</u>
1.	The teachers were good models of leadership	59%	41%
2.	School helped me to understand what leadership is	73%	27%
3.	The physical education classes at SMC provided a comprehensive and worthwhile programme	65%	35
4.	Physical education and sport were directed mainly at the gifted and talented students	56%	44%
5.	Teachers encouraged students to join outside clubs etc when they leave school	23%	77%

6.	The value of physical activity was emphasised at SMC sufficiently for me to continue sport and leisure activities after leaving school (or outside school)	49%	51%
7.	I developed the ability to be a leader because of my experience at SMC	47%	53%
8.	I enjoyed activities at SMC other than study and sport, which I will continue (have continued) after leaving school	55%	45%
9.	At SMC there were sufficient opportunities to develop leadership in grade 10	44%	56%
10.	At SMC there were sufficient opportunities for me to develop leadership in grade 11	61%	39%
11.	At SMC there were sufficient opportunities for me for leadership in grade 12	76%	24%
12.	At SMC I feel (felt) free to make mistakes and learn from them (in areas other than class subjects)	56%	44%
13.	There is (were) a sufficient number physical education classes	39%	61%

## RESULTS FOR PSYCHO SOCIAL VARIABLES

### 1. Age or Grade Level

Differences in response were found in items 1,3,7 and 9 for these variables at .01 or .05 levels. Data for these items are summarised below.

76% of grade 12 students expressed agreement with the statement, 'The teachers were good models of leadership' (1) compared with 69% agreement for the grade 10's and 60% for the grade 11's.

71% of grade 10 students, compared with 62% of grade 11 and 59% of grade 12 agreed with the statement that PE classes at SMC provided a comprehensive and worthwhile programme.' (9).

56% of grade 12 students agreed that they 'Developed the ability to be a leader because of (their) experience at SMC.' (7). This compared with 49% agreement by grade 11 students and 36% of grade 10. Data for item 9 are consistent with these results for item 7.

There was considerable disagreement with the statement that 'At SMC there were sufficient opportunities to develop leadership in Grade 10. 47% of the grade 10's, 55% of the grade 11's, and 68% of the grade 12's disagreed with the item statement.

## 2. Level of Academic Achievement

Differences in response to only one item (8) for this variable, were found to be statistically significant at .01 or .05 levels.

The item asked students the extent to which they enjoyed activities other than study and sport which they have continued or will continue after leaving school. 50% of low achievers agreed with the item statement compared with 55% of middle achievers and 59% of high achievers. Thus 41% of high achievers disagreed compared with 50% of low achievers.

## 3. Year of Leaving

Differences in responses were found in items: 3, 6, 12 and 13. For this variable at .01 or .05 levels. Data for these items are summarised here.

From 1978 to 1986 there is an increasing number of students showing agreement that the PE classes provide a comprehensive and worthwhile programme. The 1978-80 group recorded 33% agreement compared to 62% for the 1981-84 group and 72% for present (1986) students.

52% present (1986) students agreed that they enjoyed activities at SMC, other than study or sport, which they will continue or have continued after leaving school. 42% of the 1978-80 group agreed compared with 33% of the 1981-84 group.

From 1978 to 1986 there is also an increasing number of students agreeing that at SMC they felt free to make mistakes and learn from those mistakes. (1978-80-- 39% agreement; 1981-84--45% agreement, and present (1986) students--62% agreement).

From 1978 to 1986 an increasing number of students disagree that there is (was) a sufficient number of PE classes. (1978-80--59% agreed; 1981-84--46% agreed; and present (1986)--32% agreed.

## 4. Locality (Local Government Area)

No statistically significant difference in response between groups was found for this variable.



#### 4.3.6 CATEGORY 6: THE Q-LINE

The St Mary's Q-line is a special HSC subject line conducted during the last period on Wednesday and all Friday afternoon. The major purpose of the Q-line is to offer students alternatives to the more academic subjects. It enables them both to experience and to learn the value of leisure, which is becoming increasingly available in our society. St Mary's was considering making significant changes in its HSC timetable and it was decided to ask students what they thought of the Q-line, in order to evaluate its importance to the College curriculum.

TABLE SHOWING RESULTS FOR CATEGORY 6: THE Q-LINE

<u>Question or Item Statement</u>		<u>% Agree</u>	<u>% Disagree</u>
2.	Why did you choose these subjects?	Personal Interest 81%	List of other reasons 19%
3.	The Q-line should be continued	93%	7%
4.	The Q-line should be compulsory	63%	37%
5.	The Q-line is best kept to Friday afternoon	93%	7%
6.	The Q-line subjects were sufficiently practical (that is, not too theoretical)	90%	10%
7.	There is (was) sufficient time given to Q-line subjects	77%	23%
8.	It should be possible to gain a Level 2 award for all Q-line subjects	92%	8%
9.	Teachers treat Q-line subjects informally and not like other academic subjects in which there is pressure to pass them	66%	34%
10.	The Q-line was well organised	99%	1%

#### RESULTS FOR ABSOLUTE DATA

The data generally reflect considerable strength of student agreement with item statements about the Q-line.

Overwhelmingly students chose subjects in the Q-line because they appealed to their personal interests. Other reasons gained less than 10% of students' support. Also students overwhelmingly agreed that the Q-line was well organised and should be continued. Strength of agreement was considerably lower for making the Q-line compulsory, though a majority of students agreed that it should be.

Again overwhelmingly, students agreed that it should be possible to gain a Level 2 award for all Q-line subjects. In addition the same high strength of agreement was given for the views that the Q-line subjects were 'sufficiently practical', for keeping the Q-line to Friday afternoon, and for the perception that Teachers treated Q-line informally and differently from other 'academic' subjects.

### PSYCHO SOCIAL VARIABLES:

#### 1. Age or Grade Level

Differences in responses found for items 3, 4, 6 and 10 were statistically significant at .01 or .05 levels. Data for these items are summarised here.

With the statement 'The Q-line should be continued', 97% of grade 10 agreed and 92% of grade 12, compared with 89% of grade 11, (4).

With the statement 'The Q-line should be compulsory', 72% of grade 10 students agreed, and 67% of grade 12, compared with 52% of grade 11.

With the statement, 'The Q-line subjects were sufficiently practical' 16% of the grade 11 disagreed compared with 8% of both grade 10 and grade 12, (6).

With the statement, 'The Q-line was (is) well organised' 25% of grade 12 disagreed, compared with 20% of grade 11 and 3% of grade 10, (10).

#### 2. Level of Achievement

Comparing the groupings of students into high, middle and low achievers, in three item statements (6, 8 and 9) there were differences of statistical significance at .01 or .05 levels. Data for these items are summarised.

With the statement, 'The Q-line subjects were sufficiently practical' (6) The majority of each of the groups agreed. However 17% of high achievers disagreed, compared with 7% of middle achievers and 9% of low achievers. That is, these percentages of students regarded the Q-line subjects as "too theoretical".

As to whether all Q-line subjects should be eligible for a level 2 award, (8) again the great majority of each group agreed. However, the results indicate a relatively significant difference between the low achievers (83%) and the other two groups (m= 94%, h= 96%) in this respect.

With the Statement, 'Teachers treat our Q-line subjects informally...', (9) the majority in each group agreed. However 72% of middle achievers agreed compared with 60% of low achievers and 62% of high achievers.

### 3. Year of Leaving

Differences in responses, statistically significant at the .01 or .05 levels, were found in items 3,5,6,7,8,9 and 10 for this variable. Since comparisons between groups in some items might be influenced by small numbers not all data have been summarised.

58% of 1978-80 students considered that the Q-line should be continued (3) compared with 90% agreement for both 1981-84 and present (1986) students.

58% of the 1978-80 groups considered the Q-line subjects to be sufficiently practical (6). This compared with 87% for 1981-84 and 81% for the present (1986) students. 55% of the 1978-80 group considered that it should be possible to gain a level 2 award for all Q-line subjects (8). This compared with 85% for the 1981-84 group and 90% for the present (1986) students.

With the item statement, 'The Q-line was well organised', (10) there was almost total agreement by all three groups. However, some variation here is worth noting. 100% of the 1978-86 group, 'definitely' agreed with the item statement. This compared with 69% "definite" agreement by the 1981-84 group (31% 'mostly agree') and 87% by the 1986 group (12% 'mostly agree').

### 4. Locality (Local Government Area)

Statistically significant differences at the .01 level in responses based on students' locality were found in only one item. With the statement, 'The Q-line subjects were sufficiently practical.' The Glenorchy group registered 56% agreement, compared with 86% for Hobart, 80% for Clarence, and 73% for Kingborough.

#### 4.3.7 CATEGORY 7: TEACHERS: (Students' Experience of Classroom Teaching)

The items were designed to find out students' attitudes towards the classroom teaching which they experience daily at St Mary's College.

#### RESULTS FOR ABSOLUTE DATA:

Students' perceptions of the classroom teaching they experience was not entirely positive. Whilst 'many' Teachers were regarded as well organised in their class work (74%) covering a great deal of material in the time allowed (75%) and providing a broad understanding of their subjects (72%), only 47% of students considered that teachers extend them to the limit of their abilities; 31% that teachers understood students' study problems; 22% that teachers succeeded in making their classes interesting; 44% that teachers made teaching material relevant to their needs.

In this section students were asked to indicate how true various statements were of their teachers at St Mary's. The scale ranged from, 'True of most teachers' (75%); 'True of many teachers' (50-75%); 'True of some teachers' (25-50%); 'True of very few teachers' (25% or less); to 'True of no teacher'. The table sets out the comparison between responses for the ends of the scale.

#### TABLE SHOWING ABSOLUTE DATA FOR CATEGORY 7: TEACHERS

<u>Students' Experience of Classroom Teaching</u>	<u>% True of many</u>	<u>% True of few</u>
1. Teachers clearly outline and organise their class work	74%	3%
2. Teachers allow classroom discussion	50%	11%

3.	Teachers try to make their teaching material relevant to current and student's needs	44%	19%
4.	Teachers give friendly help to any student having problems with classwork.	67%	10%
5.	Teachers try to be sure that student understand the work that is done in class	62%	7%
6.	Teachers cover a great deal of material in the time allowed	75%	6%
7.	Teachers place too much emphasis on detailed facts and memorization	43%	18%
8.	Teachers give students a broad, general understanding of their subjects	72%	8%
9.	Teachers extend students to the limits of their abilities	47%	21%
10.	Teachers encourage students to do independent work on their own	57%	19%
11.	Teachers are understanding of student's study problems.	33%	29%
12.	Teachers stimulate students to think and be creative	40%	24%
13.	Teachers succeed in making their classes interesting	22%	32%
14.	Teachers try to make their classes entertaining rather than useful	3%	74%
15.	Teachers set homework regularly	92%	1%
16.	Teachers correct students' work regularly	65%	9%

## RESULTS FOR PSYCHO SOCIAL VARIABLES

### 1. Age or Grade Level

No difference in response, of any statistical significance, between groups was found in any item for these variables.

## 2. Level of Achievement

Differences in response between the achievement groups were found for items 2, 3 and 15, statistically significant at .01 or .05 levels. Data for these items are summarised.

52% of low achievers and 55% of middle achievers, compared with 40% of high achievers, considered that Teachers allowed clasrrom discussion (2).

47% of both low achievers and middle achievers, compared with 35% high achievers, considered that 'many' teachers tried to make their teaching material relevant to students' needs.

86% of low achievers considered that teachers set homework regularly (15). This compared with 95% for middle and 91% for high achievers.

## 3. Year of Leaving

Differences in response between groups for this variable were found in items 3, 6, 10 and 16, statistically significant at the .01 or .05 levels. Data for these items are summarised.

Whilst 20% of the 1978-80 group considered that 'many' teachers make teaching material relevant to students' needs, (3), this applied to 45% of the 1981-84 group and 48% of the present (1986) student group.

87% of the 1978-80 group considered that 'many' teachers covered a great deal of material in the time allowed (6), compared with 80% of the 1980-81 group, and 72% of present (1986) students.

57% of present (1986) students considered that 'many' teachers corrected their work regularly (16). This compared with 77% for 1981-1984 and 87% for 1978-80.

## 4. Locality (Local Government Area)

No difference of statistical significance was found in responses between groups for this variable.

## 4.4 Quality of School Life Study

### 4.4.1 DOMAIN 1 - GENERAL AFFECT (General Satisfaction with School)

#### RESULTS FOR ABSOLUTE DATA

There is no doubt from the data that students, generally, express satisfaction with their school life. In general also the 1987 data is consistent with that of 1986.

#### TABLE OF RESULTS

##### FOR DOMAIN 1: GENERAL AFFECT

<u>Item No.</u>	<u>'School is a Place Where ..'</u>	<u>% Agree</u>	<u>% Disagree</u>
11	I really like to go	74%	26%
46	I feel good about things	89%	11%
52	I feel happy	88%	11%
56	I get enjoyment from being there	81%	19%

#### RESULTS FOR PSYCHO SOCIAL VARIABLES

##### 1. Age or Grade Level

Differences in response between groups were found in only one item (56), statistically significant at the .01 level, for this variable.

With the statement 'School is a place where I get enjoyment from being there,' 54% of grade 9 agreed, compared with grades 7 and 8 (77% and 79%) and grade 10,11 and 12 (85%, 70%, 85%).

##### 2. Level of Achievement

In comparing the students groups according to their achievement levels, there was variation in responses of the three groups. Though the differences were not statistically significant, generally the low achievers showed a greater disagreement with the item statements of

this domain than did the middle achievers, and differed markedly from the high achievers. That is, the low achievers expressed a much less general satisfaction with school than did the other groups.

For instance to the statement, 'School is a place where I really like to go,' (11), 29% of the low achievers expressed disagreement with this statement compared with 22% of the high achievers. The middle achiever registered 26% disagreement, being somewhat closer in response to the lower achievers in this case. For the statement, 'School is a place where I feel happy', (52) whilst the great majority of students were in agreement with this statement compared with 16% of the low achievers did not agree, compared with 12% of middle and 11% of high achievers.

On the other hand 24% of low achievers disagreed with the statement 'School is a place where I get enjoyment from being there', compared with 18% middle and 16% high achievers' responses. The lower achievers were quite separated from the other two groups, registering a much higher negative response.

#### 4.4.2 DOMAIN 2 - STATUS

(Students' perceptions of the relative degree of prestige afforded to them by significant others in the school)

#### RESULTS FOR ABSOLUTE DATA

In many respects, students find school at St Mary's College an environment where they can generate status. They feel that they act responsibly, try to do what is expected of them. They feel reliable, confident, dependable, trustworthy in their work, are regarded as persons who matter, and are thoughtful of the interests of others. However there are some important qualifications to this general perception, particularly with items having a focus on self worth.

#### TABLE OF RESULTS

#### DOMAIN 2 - STATUS

<u>Item No.</u>	<u>'School is a Place Where..'</u>	<u>% Agree</u>	<u>% Disagree</u>
2	People know they can depend on me	95%	5%
6	I am thought of as a person who matters	85%	15%



8	I act in a responsible way	94%	6%
17	I feel important	70%	30%
20	People have confidence in me	88%	12%
22	I try to do what is expected of me	97%	3%
25	People come to me for help	72%	28%
35	I know that people think a lot of me	70%	30%
39	I feel I am a reliable person	94%	6%
41	People look up to me	60%	40%
42	I am trusted to work on my own	92%	8%
53	I try to look after the interests of other students	93%	7%
59	I feel confident	80%	20%
64	I am treated with respect	81%	19%

### RESULTS COMPARING 1986 AND 1987 DATA

At least a quarter of all the groups (grades 7-12 inc) did not feel that school is a place where people come to them for help, or where they feel important (about 50% of the grade 12 group made this response in both 1986 and 1987).

A quarter to one third of students in all the groups (grades 7 to 12 inc) did not regard school as a place 'where (they) know people think a lot of (them)'. (42% for the grade 12 group in 1987).

About 20% of students in all the groups (ranging from 16% to 23%) did not regard school as a place where they feel confident. About 20% of grades 11 and 12 for both 1986 and 1987 did not regard school as a place where they were thought of as persons who matter, which contrasted with the rest of the school (grades 7-10 inc) where between 10% and 15% made a similar response.

Between about one third and one half of all the groups (the range being 32% to 48%) did not regard school as a place where people looked up to them. The higher percentage of such response being from the grades 7 and 8 groups.

## RESULTS FOR PSYCHO SOCIAL VARIABLES

### 1. Age or Grade Level

Differences in response between groups were found in items 17,22, and 41 for this variable, statistically significant at .01 and .05 levels. Data for these items are summarised below.

With the item statement, 'School is a place where I feel important', (17), 52% of grade 12 and 33% of grade 11 disagreed. Also 35% of grade 9 and 26% of grade 10 disagreed, compared with 25% of grade 7 and 20% of grade 8.

With the item statement, 'School is a place where I try to do what is expected of me', (22), there was high overall agreement among the groups. The statistical significance lay in the differences in the 'definitely agree' array. 40% of grade 10, 32% of grade 11 and 45% of grade 12 'definitely' agreed compared with 66% of grade 7, 53% of grade 8 and 56% of grade 9.

For the item statement, 'School is a place where people look up to me' (4) the strength of agreement increases form grade 7 (52%) up to grade 12 (65%), excepting that the highest agreement is for grade 9 (68%). Obviously, however, the strength of disagreement is high also (48% at grade 7 and 35% at grade 12).

### 2. Level of Achievement

Differences in response to items 17, 20, 25, 35, 41 and 59 were statistically significant at .01 or .05 levels for this variable. That is for the most part of students of differing achievement levels varied little in their perception of the relative personal prestige afforded to them by others at school. Data for 'significant' items is summarised below.

With the statement 'School is a place where I feel important' (17), 34% of low achievers disagreed, compared with 30% of middle and 27% of low achievers.

With the statement, 'School is a place where people have confidence in me' (20), 14% of low achievers and 15% of high achievers disagreed, compared with 9% of middle achievers.

With the statement, 'School is a place where people come to me for help' (25) 29% of low achievers and 31% of high achiever stated disagreement. These compared with 26% of middle achievers.

For example with the statement 'School is a place where I know people think a lot of me'(35), 38% of low achievers disagreed compared with 29% of middle achievers and 26% of high achievers.

With the statement, 'School is a place where people look up to me.'(41) 53% of low achievers disagreed compared with 37% of middle and 36% of high achievers.

To the statement, 'School is a place where I am trusted to work on my own', 15% of low achievers expressed a negative response compared with 5% of middle and 9% of low achievers.

To the statement, 'School is a place where I feel confident'(59), 25% of low achievers expressed a negative response, compared with 20% of middle and 17% of high achievers.

#### 4.43 DOMAIN 2A - IDENTITY (Feelings of self awareness and acceptance of self)

#### RESULTS FOR ABSOLUTE DATA

The results indicate that students find their experience at St Mary's conducive to a self awareness and an acceptance of self. For them school is a place where clearly they have good friends, where they feel they belong, where the experience of mixing with others is helpful to them in understanding themselves, where they can learn to get along with other people, where they feel they have become worthwhile persons, and particularly where they can learn to see other people's points of view.

#### TABLE OF RESULTS

#### DOMAIN 2A: IDENTITY

<u>Item No.</u>	<u>'School is a Place Where ..'</u>	<u>% Agree</u>	<u>% Disagree</u>
1	I have friends	97%	3%
10	I know what my strengths and weaknesses are	92%	8%

13	I feel I belong	85%	15%
14	Mixing with other people helps me to understand myself	90%	10%
18	I have learnt to get on with other people	95%	5%
23	I feel proud to be a student	89%	11%

Item No.                      'School is a Place Where ...'    % Agree    % Disagree

32	Other students are very friendly	90%	10%
36	I feel I have become a worthwhile person	86%	14%
45	Other students accept me as I am	88%	12%
50	I learn a lot about myself	87%	13%
54	I am known by a lot of people	86%	14%
57	I have learnt to see other people's points of view	97%	3%
58	Other students listen to what I say	84%	16%
63	I get to know myself better	85%	15%
70	I have learnt to accept other people as they are	98%	2%

## RESULTS COMPARING 1986 AND 1987 DATA

In some particular respects two groups show variation in their responses, variation that is from an otherwise consistent pattern of high positive response associated with the year. For instance both the grades 9 and 11 groups for 1987 showed a marked disagreement (27% and 32% respectively) with the statement that 'School is a place where I feel proud to be a student'. This compares with the 9% and 15% disagreement for the previous years 9 and 11.

The grade 12 group for 1987 also registered a less positive response to the statements, 'School is place where' other students are very friendly', and where' other students accept me as I am' (19% and 30% disagreement with the statements respectively, compared with 8% and 18% the previous year).

The grade 9 group for 1987 was also much less positive than that group for the previous year and compared with the other groups for 1987. Their response to the statement 'I feel proud to be a student - showed a 27% disagreement compared with 9% in 1986. On this item the grade 11 group showed a disagreement with the statement of 32% compared with 15% in 1986. Also about a quarter of the grade 9 group in 1987 disagreed with the statement that 'school is a place where, I feel I have become a worthwhile person. This compared with a 15% disagreement in 1986, and with very high agreement by the other groups (7, 8, 10, 11, 12).

A similar instance occurs with the statement 'School is a place where I learn a lot about myself.' All the other groups except grade 9 registered very high agreement. More than a quarter of the grade 9 group (27%) disagreed with the statement. And this compared with 8% in 1986.

The same applies to the statement 'School is a place where other students listen to what I say.' 31% of the 1987 group disagreed with the statement compared with 15% in 1986.

Again in contrast, all other groups registered a very high agreement both in 1986 and 1987. It must be stressed that the above instances describe variations for mostly one grade only (9) and the single variations applies to seven out of 15 statements to which they responded in this domain set. All the other year groups showed generally a high agreement and were consistent in their responses over the period 1986 and 1987.

## RESULTS FOR PSYCHO SOCIAL VARIABLES

### 1. AGE OR GRADE LEVEL

Differences in responses between groups were found in items 10 and 14 for this variable, statistically significant at the .01 level. Data for these items are summarised here.

With the statement 'School is a place where I know what my strengths and weaknesses are,' (10) whilst the overall agreement is high for all grades (between 90% to 96%), differences exist in the 'definitely agree' cell. 51%, 48% and 59% of grades 7, 8 and 9 respectively 'definitely agree' with the item statement, compared with 39% of grade 10, 26% of grade 11 and 25% of grade 12. Similarly with the item statement, 'School is a place where mixing with people helps me understand myself,' (14), the variation refers to the strongest (definitely) agreement cell. Here for grade 7, 8, 9, 10, 11 and 12 the responses are 31%, 33%, 33% definitely agree.

## 2. Level of Achievement

Differences in response between groups for this variable were found in items 57 and 58, statistically significant at the .05 levels. Data for these two items only are summarised here.

With the statement, 'School is a place where I have learnt to see other people's points of view', (57), overall agreement is high for the three groups low achievers 93%; middle 99%; high 98%, but 40% of low achievers 'definitely' agreed compared with 53% of middle and 55% of high achievers.

With the statement 'School is a place where other students listen to what I say,' (58), 76% of low achievers express overall agreement, compared with 85% of middle and 87% of high achievers.

For these items the difference between response of the low achievers and both middle and high achievers is statistically significant.

#### 4.4.4 DOMAIN 3 - TEACHERS

(Students' perception of Teachers as they relate to the students in their work and personally)

#### RESULTS FOR ABSOLUTE DATA

Analysis of the 14 items in this domain set shows that for the majority of students school is a place where they find Teachers affirming of them and of their efforts. This applies to the majority of item statements but not all. In fact for some items more than a third of the students for the majority of the year groups were high in a negative response to the item statement.

For some of the item statements, responses are similarly high in agreement with responses in the other domains, but where the disagreement is high it is significantly higher than for other domain item sets.

For three of the item statements there was a significantly low agreement in responses. Between about one third and two thirds of the students, over all the grades, did not find school a place where they can talk to Teachers about the way the Teachers mark their work, where Teachers treat all students equally, or where they can question the things Teachers say about their work.

In summary, clearly Teachers have an impact on the quality of experience of students at St Mary's College, as the students see it. In many respects for the majority of students the impact of teachers is conducive to a positive response. But in some respects a significant proportion of students do not feel that school is a place where Teachers positively enhance that quality of experience.

#### TABLE OF RESULTS

#### DOMAIN 3: TEACHERS

<u>Item No.</u>	<u>'School is a Place Where ..'</u>	<u>% Agree</u>	<u>% Disagree</u>
4	Teachers are genuinely interested in what I do	78%	22%
9	Teachers are fair and just	83%	19%

12	Teachers take a personal interest in helping me with my school work	79%	21%
15	Teachers recognise any extra effort I make in my work	78%	22%
19	Teachers help me to do my best	85%	15%
21	Teachers treat me fairly in class	89%	11%
26	Teachers encourage me to express my opinions	75%	25%
37	Teachers take notice of me in class	73%	27%
38	Teachers give me the marks I deserve	87%	13%
48	I can talk to teachers about the way they mark my work	58%	42%
51	Teachers listen to what I say	80%	20%
62	Teachers are friendly to me in class	86%	14%
67	I can question the things Teachers say about my work	61%	39%
71	Teachers treat all students equally	46%	54%

## RESULTS COMPARING 1986-1987 DATA

For only two of the item statements out of 14 did the majority of the grades for 1987 show a decrease in agreement with the item statements when compared with their 1986 responses. With the item statement, 'Teachers take a personal interest in helping me with my school work,' 27% of grade 8, 32% of grade 9, 25% of grade 10, and 41% of grade 11 disagreed in 1987. This compares with 15% (8), 15% (9), 11% (10), and 30% (11) in 1986. Note here that the grade 12 group showed lower disagreement in 1987-11% compared with 28% in 1986.

To the statement, 'Teachers recognise any extra effort I make in my work', 25% of grade 7, 36% of grade 9, and 33% of grade 10 showed a negative response in 1987 compared with 9% (7), 17% (9), 26% (10) in 1986. For grade 11 a negative response of 26% in 1986 rose to 33% in 1987. Again the grade 12 group showed a decrease in negative response, from 43% in 1986 to 15% in 1987.



For the grade 7 group such decrease in agreement occurred for five of the 14 statements and was sometimes marked. For instance to the statement 'Teachers recognise any extra effort I make in my work' there was 9% disagreement with this statement in 1986 but 25% in 1987. To the statement 'Teachers take notice of me in class, 21% of grade 7 disagreed with this statement, in 1986 compared with 33% in 1987.

Also for grade 9 a marked increase in disagreement with the item statement was shown in eight items. For instance 32% of the group in 1987 disagreed with the statement 'School is a place where Teachers take a personal interest in helping me with my school work.' This compares with 15% disagreement in 1986. To the statement, Teachers help me to do my best 13% of the grade 9 group in 1986 disagreed with the statement, but 35% disagreed in 1987.

But to confound the interpretation that students' responses on the whole tended to vary markedly or in a common direction, for the upper grades (10, 11, and 12) there was an increase in agreement with statements for at least three items. For the grade 12 group there was an increase in agreement with 13 of the 14 item statements, some marked. For instance with the statement 'Teachers recognise any extra effort I make in my work' the increase in agreement was from 58% in 1986 to 85% in 1987.

## RESULTS FOR PSYCHO SOCIAL VARIABLES

### 1. AGE OR GRADE LEVEL

Differences in response between the groups for this variable were found in items 9, 12, 15, 19, 26 and 38, significant at .01 or .05 levels. Data for these items are summarised below.

With the item statement, 'School is a place where Teachers are fair and just,' (9) whilst overall agreement in high (between 86% and 80% across grades 7 to 12), variation occurs between the secondary and matriculation grades in respect of the response point 'definitely agree.' 27%, 20%, and 20% of grades 7,8 and 9 respectively 'definitely agree' with the item statement, compared with 6%, 7% and 10% of grades 10,11 and 12.

With the item statement, 'School is a place where Teachers take a personal interest in helping me with my school work,' (12), agreement diminished with increasing of grade 8 agreed, compared with 70% of grade 11 and 73% of grade 12.

With the item statement, 'School is a place where Teachers recognise any extra effort I make in my work,' (15), again agreement diminished with

increasing grade level. 91% of grade 7 and 83% of grade 8 and 9 agreed compared with 74% of grade 10, 63% of grade 11, and 58% of grade 12.

With the item statement, 'School is a place where Teachers help me to do my best,' (19), there was again a diminishing agreement with increase in grade level. 90% of grade 7 and 93% of grade 8 agreed compared with 76% of grade 11 and 70% of grade 12. The lessening agreement was qualified by 86% agreement by grade 9 and 10.

With the item statement, 'School is a place where Teacher encourage me to express my opinions,' (26) again agreement diminished with increasing grade level. 78% of grade 7 and 79% of grade 8 (83% of grade 9) agreed compared with 69% of grade 11 and 60% of grade 12.

With the item statement, 'School is a place where Teachers give me the marks I deserve,' there was in fact overall high agreement by all the grade groups (though 77% of grade 9 agreed compared with 91% of grade 7 and 88% of grade (2). Variation existed within the response well 'definitely agree.' Here only 15% of grade 10 and 8% of grade 12 'definitely' agreed compared with 39% of grade 7, 43% of grade 8 and 29% of grade 9, (26% of grade 11).

## 2. Level of Achievement

Differences in response between groups for this variable statistically significant at .01 or .05 levels, were found in only one item - 62.

With the statement, 'School is a place where Teachers are friendly to me in class,' 23% of low achievers disagreed, compared with 17% of middle achiever and 8% of high achievers.

Apart from this item in eight other of the 13 items in this domain low achievers expressed greater disagreement than both the middle or high achievers.

### 4.4.5 DOMAIN 4 - POSITIVE AFFECT

#### RESULTS FOR ABSOLUTE DATA

(Positive feelings about school as a place where such feelings are engendered)

This domain comprises five items in three of which most students considered school to be a place about which they had positive feelings and in which such experience was engendered. However at some points the data reflect significant qualification of this general result.

To the statement 'School is a place where I feel that things go my way,' between 32% and 46% of students over the grades 7 to 12 inclusive expressed disagreement. For the statement 'School is a place where I feel great', the range was broader. Between 22% and 48% of students, over the grades, disagreed.

## TABLE OF RESULTS

### DOMAIN 4: POSITIVE AFFECT

<u>Item No.</u>	<u>'School is a Place Where ...'</u>	<u>% Agree</u>	<u>% Disagree</u>
31	I feel successful	76%	24%
40	I feel proud of myself	82%	18%
49	I get excited about things	76%	24%
61	I feel that things go my way	61%	39%
69	I feel great	73%	27%

### RESULTS COMPARING 1986 AND 1987 DATA

Some variations are reflected in responses between 1986 and 1987, as indicated by the grade 12 data. For these items there was a considerable change in the grade 12 response between 1986 and 1987. For instance 35% of grade 12 in 1986 did not find school a place where they felt 'successful' but in 1987 this response was 19%. Similarly in 1986, 38% of grade 12 students did not find school to be a place where they got excited about things. This figure was 12% in 1987.

In general the trend of responses is consistent over the two separate years. In fact no grade revealed significant (above a third) difference, consistently over the five items, between 1986 and 1987.

### DOMAIN 4 - POSITIVE AFFECT

#### RESULTS FOR PSYCHO SOCIAL VARIABLES

##### 1. Age or Grade Level

Differences in response between groups for this variable were found in two items - 31 and 49 - statistically significant at the .01 level. Data for these items only are summarised.

With the item statement, 'School is a place where I feel successful,' 77% of grade 7, 88% of grade 8, 76% of grade 9, and 75% of grade 10 agreed. These compared with 70% of grade 11 and 65% of grade 12. (Looking more closely at the 'agree' response cells, a sharp variation occurs between grades 7 to 9 and 10 to 12. 24% of grade 7, 25% of grade 8 and 15% of grade 9 'definitely agree' with the statement compared with 8% of grade 10, 11% of grade 11, and 8% of grade 12).

With the item statement, 'School is a place where I get excited about things,' 80% of grade 7 agreed compared with 63% of grade 12. (grade 8, 74%; grade 9, 77%; grade 10, 72%; grade 11, 83%).

## 2. Level of Achievement

No difference in response between groups were found to be statistically significant, at .01 or .05 levels, for this variable. However since five of the six items of this Domain revealed some variations some of these are worth reporting.

Disagreement with the item statements (or negative responses) were expressed most by the low achieving group. Thus, most of those students who reported that their experience of school was less positive are low achievers.

For instance 27% of low achievers disagree with the statement, 'School is a place where I feel proud of myself' (40), compared with 18% of middle achievers, and 14% of high achievers.

31% of low achievers disagreed with the statement, 'School is a place where I get excited about things.' (49) This compares with 19% of high achievers and 23% of middle achievers.

With the statement 'School is a place where I feel that things go my way', (61), 44% of low achievers and 41% of middle achievers disagreed. This compares with 32% of high achievers who disagreed with the statement. With the statement 'School is a place where I feel great' (69) 28% of low achievers and 29% of middle achievers disagreed compared with 23% of high achievers.

For one item only the low achievers responded similarly to the high achievers. 25% of low achievers and 27% of high achievers disagreed with the statement 'School is a place where I feel successful'. This compared with 22% of middle achievers who disagreed.

#### 4.4.6 DOMAIN 5 - NEGATIVE AFFECT (ALIENATION)

(Students' perceptions of a sense of alienation felt at school)

##### RESULTS FOR ABSOLUTE DATA

In general students at St Mary's feel little sense of alienation in their ongoing experience of school. For most students school is not a place where usually they feel lonely, or depressed, or get upset. But a sense of alienation does exist for some students.

##### TABLE OF RESULTS

##### DOMAIN 5: NEGATIVE AFFECT

<u>Item No.</u>	<u>'School is a Place Where ..'</u>	<u>% Agree</u>	<u>% Disagree</u>
7	I feel bored	19%	81%
27	I feel lonely	12%	88%
34	I feel restless	24%	76%
43	I feel depressed	12%	88%
66	I get upset	18%	82%

##### RESULTS COMPARING 1986 AND 1987 DATA

More than 20% of students in grades 11 and 12 expressed a feeling of boredom in 1986. For grade 11 the figure in 1987 rose to 30% but for grade 12 dropped to 11%, in 1987. Around 25% of grades 8 and 9 also expressed this sense of boredom, less than 20% of students in these grades having so reported in 1986. A sense of loneliness was expressed by 29% of grades 7 in 1987, which was a rise from 17% in 1986. These percentages were the highest for all grades thus indicating that 'feeling lonely' was the experience of about 10% of the student population.

A proportion of students regarded school as a place where they 'feel restless'. 29% of grade 7, 24% of grade 10, 30% of grade 11 and 30% of grade 12 reported this. These 1986 figures changed to 21%, 20% 42% and 27% in 1987. Interestingly 19% of grade 9 in 1986 said that 'school is a place where I feel restless', but the figure rose to 41% in 1987.

## RESULTS FOR PSYCHO SOCIAL VARIABLES

### 1. Age or Grade Level

Difference in response between groups, statistically significant at .01 or .05 levels, were found in only one item -27- for this variable.

With the item statement, 'School is a place where I feel lonely', whilst overall disagreement is high, variation is found for some grades. 17% of grade 7 and 15% of grade 9 (10% of grade 8) agreed with the item statement, compared with 8% of grade 10 and grade 12 (11% of grade 11).

### 2. Level of Achievement

No difference between groups of statistical significance at .01 or .05 levels, was found in items for this variable.

## DOMAIN 6 - ADVENTURE

(The sense that learning is self motivating and provides feelings of adequacy and the ability to cope with its demands)

## RESULTS FOR ABSOLUTE DATA

The great majority of students for four of the six item statements in this domain regarded school as a place where they gained a sense that their learning was self motivating, and a sense of adequacy and the ability to cope. Most students according to the data, find school a place where they learn to find the information they need, where they are interested in the work they do, where they like to learn new things, and where they get satisfaction from the school work they do.

## TABLE OF RESULTS

### 4.4.7 DOMAIN 6: ADVENTURE

<u>Item No.</u>	<u>'School is a Place Where ..'</u>	<u>% Agree</u>	<u>% Disagree</u>
5	I have learnt to find whatever information I need	90%	10%

24	I like to do extra work in the subjects that interest me	77%	23%
29	I am interested in the work we do in class	88%	12%
33	I like to learn new things	97%	3%
55	I find that learning is a lot of fun	74%	26%
60	I get satisfaction from the school work I do	87%	13%

### RESULTS COMPARING 1986 AND 1987 DATA

The above general results were found for all the grades over the two years. The single exception was the grade 9 group 28% of whom in 1987 regarded school as a place where they felt uninterested in the class work they did, which compared with 8% for the previous year.

On the other hand a good number of the students did not regard school as a place where they found that 'learning is a lot of fun.' Between 23% and 33% of the students in 1986 expressed this response. the percentages in 1987 being in the range of 19% to 46%. The highest figures were in grades 9, 10, and 11 whilst for grade 12 the figure dropped from 33% in 1986 to 19% in 1987.

Whilst most students regarded 'school (as) a place where (they are) interested in the work they do in class, 13% of grade 8, 28% of grade 9, 19% of grade 11 disagreed with the statement. For grades 8 and 9 this was a considerable increase on 1986 in which the figures were 1% and 8% respectively. The figure for grade 10 in 1987 was 11%, which was a drop from 20% in 1986.

Similarly whilst most students experienced 'School (as) a place where (they), get satisfaction from the school work (they) do', grades 7 (15%), 9 (19%), 10 (20%) and 11 (15%) disagreed with the statement. For grade seven this figure for 1987 increased from 8% in 1986, the figure for grade 11 dropping (from 19%) in 1986.

### RESULTS FOR PSYCHO SOCIAL VARIABLES

#### 1. Age or Grade Level

Differences in response between groups, statistically significant at the .01 and .05 levels, were found in items 5, 33 and 55 for this variable.

With the item statement 'School is a place where I have learnt to find the information I need,' (5), 24% of grade 11 disagreed compared with 7% of grade 12 (4% of grade 7; 5% of grade 8; 8% of grade 9; 15% of grade 10).

Some indication of variation in strength of agreement was also found in the strongest agreement response cell, where 41% of grade 7 and 49% of grade 8 'definitely' agreed - compared with 22% of grade 11 and 25% of grade 12.

## 2. Level of Achievement

Differences in responses between groups, statistically significant at .01 or .05 levels, were found in item 5 for this variable.

With the item statement, 'School is a place where I have learnt to find whatever information I need,' 16% of high achievers disagreed, compared with 10% of low achievers and 7% of middle achievers.

### 4.4.8 DOMAIN 7 - OPPORTUNITY

(The felt degree of relevance of school life in terms of a sense of security in learning)

#### RESULTS FOR ABSOLUTE DATA

Eight items make up this domain the majority of which reveal high agreement with the item statements. That is, as reflected in the data for these items, the great majority of students regard School as a place where they 'know how to cope with the work', 'have learnt things that (they consider) will be useful' to them, 'know (they) can reach a satisfactory standard in (their) work' and 'know the sorts of things (they) can do well', and where they can 'learn what (they) need to get by in life.'

However, in some respects school for many students does not imbue a sense of relevance, or security in their learning. With the statement, 'Learning is easy for me' whilst the majority of students agreed a significant number did not; grade 7 32%, grade 8 34%, grade 9 46%, grade 10 60%, grade 11, 43%, grade 12 41%. For grades 9 to 12 the percentage is above 33%, ie more than one third of the students in those grades expressed disagreement with the statement 'Learning is easy for me'.



## TABLE OF RESULTS

### 4.4.8 DOMAIN 7: OPPORTUNITY

<u>Item No.</u>	<u>'School is a Place Where ..'</u>	<u>% Agree</u>	<u>% Disagree</u>
3	I know how to cope with the work	91%	9%
16	I have learnt things that will be useful to me	96%	4%
28	Learning is easy for me	62%	38%
30	I can learn whatever I need to know	77%	23%
44	I know I can reach a satisfactory standard in my work	95%	5%
47	I know the sorts of things I can do well	97%	3%
65	I know I can do well enough to be successful	93%	7%
68	I can learn what I need to get by in life	85%	15%

### RESULTS COMPARING 1986 AND 1987

With the statement 'I can learn whatever I need to know', the students in grades 7 and 8 expressed strong agreement. However between 25% and 32% of the upper grades expressed disagreement. For grade 9 the figure rose from 24% in 1986 to 30% in 1987. For grades 10, 11 and 12 the % dropped and in the case of grade 12 markedly - from 45% in 1986 to 30% in 1987 compared with 24% in 1987.

Variation between 1986 and 1987 was also found in disagreement with the item statement, 'School is a place where I know I can do well enough to be successful.' The change was marked for grades 7,9,10, and 11. The disagreement for these grades in 1986 was 7%, 4%, 7%, 7%, 13%. In 1987 the disagreement response was 24%, 33%, 39%, 39%, 46%, respectively.

### RESULTS FOR PSYCHO SOCIAL VARIABLES

#### 1. Age or Grade Level

Differences in responses between groups, statistically significant at .01

or .05 levels, were found in items 16, 28, 30, 44, 65 and 68 for this variable. Data for these items are summarised below.

With the statement 'School is a place where I have learnt things that will be useful to me' (16), overall agreement is high. Variation occurs in the cell of strongest agreement. 68% of grade 7, 76% of grade 8, and 68% of grade 9 students 'definitely' agreed, compared with 44% of grades 10 and 11, and 35% of grade 12.

With the item statement, 'School is place where learning is easy for me,' (28), 85% of grade 7 agreed. This compared with 64% of grade 8; 57% of grade 9; 47% of grade 10; 54% of grade 11; and 62% of grade 12. Thus a significant proportion of all grades except grade 7 disagreed with the item statement.

With the item statement, 'School is a place where I can learn whatever I need to know,' (30), 91% of grade 7 and 89% of grade 8 agreed. This compared with 76% of grade 9; 72% of grade 10. The comparison is more marked with grade 11 (61%), and grade 12 (55%). Thus by the upper levels, the students are much less in agreement with the item statement.

With the item statement, 'School is a place where I can reach a satisfactory standard in my work,' (44) overall agreement is high. However variation occurs in respect of the cell of strongest agreement. 59% of grade 7 and 58% of grade 8 'definitely' agree with the item statement, whereas 44% of grade 9; 39% of grade 10; 24% of grade 11; and 30% of grade 12 'definitely' agree. Thus strength of agreement tends to diminish with the upper grade levels.

With the statement, 'School is a place where I know I can do well enough to be successful,' (65), overall agreement is high. Variation occurs in the cell of strongest agreement. 51% of grade 7, 'definitely' agree with the item statement. This compares with 38% of grade 10; 32% of grade 11; and 28% of grade 12. Strength of (definite) agreement diminishes with the upper grade levels.

With the statement 'School is a place where I can learn what I need to get by in life,' (68), whilst grades 7 (92%), 8 (95%), and 9 (91%) strongly agree, the upper grade levels contrasted with these results. 81% of grade 10, 80% of grade 11, and 55% of grade 12 agreed with the item statement.

## 2. Level of Achievement

Differences in responses between groups, statistically significant at the .01 or .05 levels, were found in items 3 and 68 for this variable.

With the item statement, 'School is a place where I know how to cope with the work,' (3). There was overall high agreement between the achievement groups. However variation occurred in the cell of strongest agreement. 29% of high achievers 'definitely' agreed with the item statement, compared with 19% of low achievers (23% of middle achievers).

With the item statement 'School is a place where I can learn what I need to get by in life,' (68), 21% of low achievers disagreed, compared with 14% of middle and 10% of high achievers.

## 4.5 Descriptive Summary of Key Points from Student Interviews

The general impression gained from the interviews was that students, both past and present, and of low academic and high academic ability felt that St. Mary's had contributed to their ability in all areas: academic, personal, vocational, sport and leadership. Students were most perceptive of the kinds of issues involved in these categories and proffered many suggestions for improvement and further investigation.

The interviews clearly suggest that St. Mary's examine the following:

### ACADEMIC

1. The number of course offerings for lower ability students
2. assistance in selection of subjects, university and other course requirements
3. student involvement in helping each other - peer group tutoring.

### VOCATIONAL

1. more work experience
2. more career information
3. more testing to help students find what they would be good at.

### RELIGIOUS EDUCATION

1. religion classes in lower secondary level
2. amount of doctrine and scriptures in the R.E. programme generally
3. the extent of apologetics - Catholic teachings on justice, peace, poverty and other world moral issues
4. instruction about other religions.

### LEADERSHIP

1. more opportunities for leadership in Grades 10 and 11 and lower secondary school generally
2. examine prefect structure and roles of prefects.

## SPORT

1. content, number and compulsory character of P.E. classes
2. ways of getting more students involved
3. role of competition/winning in sport
4. quality of coaches, team selection etc.

The sample interviewed was too small to ascertain any significant differences between low and high ability students.

It was noted however, that past students who did receive instruction in comparative religion commented favourably while present students, who no longer received instruction in other religions, criticised its absence.

# AN EMERGING FRAMEWORK OF ANALYSIS FOR THE STUDY OF SCHOOL IMPROVEMENT

## 5.1 Introduction

As indicated above, as the St Mary's Project evolved the need for a reconceptualisation became apparent. The school was conducting an evaluation, but for what purpose? While the overall purpose of the evaluation was to improve the school, that could not be accomplished without a consideration of what the school was trying to achieve --its vision of education. For a Catholic school, however, that vision is inextricably bound up with the Catholic religion. Thus concepts like school culture and social capital - the community network of values, beliefs and norms of which a child is a part - became important. Finally, the researchers became increasingly aware of previous evaluation efforts which failed to result in school improvement. Accordingly, leadership and the processes of initiating and bringing about effective educational change also had to be addressed. In short, the St Mary's Project grew from a 'routine' school evaluation to consider the wider context of school improvement. The theoretical underpinnings of this contextual approach are discussed below. Thus, while this chapter marks the conclusion of the school evaluation in its narrow sense, at the same time, it also represents but a first step in a the broader process of school improvement.

This chapter thus chronicles the development of school improvement efforts from the 1950's to the 1980's. It suggests that societal changes caused by the shift from industrial to post-industrial periods have left schools in a state of crisis as they seek to adjust to the problems of operating in modern society. These problems include greater uncertainty,

a new information environment, a changing family structure, greater interdependence between countries and greater pluralism within national borders. As a result of these social, economic and political factors, school improvement in the 1980's and 1990's is contextually different from school improvement in the preceding decades. Accordingly, previous theories which focused individually on evaluation, change, leadership, and other central features of school improvement must be replaced by more holistic approaches to school improvement which account for the new dynamics and interrelationships between schools and society and, at the same time, take into account the history, politics and key agents active within the local context . This chapter discusses these changing features of society and attempts to identify some of the new concepts which will shape the future course of the St Mary's Project and the dynamics of school improvement in the years to come.

## 5.2 The Changing Face of School Improvement

Van Velzen and Robin (1986) point out that school improvement for OECD countries in the 1950's and early 1960's consisted primarily of small scale curriculum improvement and the development of new learning materials. The individual teacher was the focus of improvement and the approach was a technical one involving the 'seeding' of various innovations coupled with the hope that other teachers in the same school, then other schools, would adopt the innovation. Outside consultants were often utililised as subject experts. Nevertheless, the actual process of change, received little attention.

In the late 1960's and 1970's, however, many educators became disillusioned with this often simplistic and narrow approach. As a result, school improvement efforts increasingly took account of system wide reform, whole school organization and related value and attitudinal

changes. As van Velzen and Robin describe it:

In many countries the accent lay on comprehensive school reform. The improvement was primarily focused on the whole faculty, or on key persons such as school leaders. The strategy was more process-oriented, taking normative changes into account. Nevertheless in many countries the strategy was general. All the participating schools got more or less the same treatment. There was little attention to the individual teacher, the classroom implications and the development of differential teaching material. Most curriculum development bore a general character, though more attention was paid to the mutual adaptation of the innovation and the local school with its own context and characteristics. (1986: 31).

In short, educators in the late 1960's and 1970's recognised the complexity of school improvement. They also emphasised the importance of process, as much as subject matter. Outside consultants were viewed as 'process helpers' in the implementation of change. There was in fact, as Stoel and Scheerens (1988) have pointed out, a shift in emphasis in school effectiveness research from 'input-output' to process-output studies - a 'first and second phase' of this research. Coleman et al (1966) and Jencks et al (1972) represented the first phase, and Edmunds (1979) and Rutter et al (1979) the second phase. Stoel and Scheerens explain that the latter phase ignored what became known as a '5 factor model' of school effectiveness which implied academic goal consensus, safe and orderly climate, strong instructional leadership, high expectations for student achievement, and frequent evaluation of pupil progress. This was also a period of educational growth as the governments of most countries poured significant funds into improving their educational system.



By the 1980's, however, it had become clear that making widescale structural changes would not necessarily affect what went on in the individual classroom. As schools cope with changing economic, political and social realities there are signs of a convergence of the approaches of the last three decades (van Velzen and Robin 1986). School improvement has taken on a much more holistic, yet individualised school-based approach which requires the collaborative efforts of school leaders, teachers, parents and students (Caldwell and Spinks 1986, 1988). This development has seen an enhanced view of teachers as professionals and the realization that school improvement is quintessentially concerned with the resolution of basic values and a consensus about the nature of the educational good (Holt 1987). In addition there were certain questionable assumptions attending the '5 factor model.' These assumptions related to ethnic and socio-economic differences in school populations together with differences in organisation. Essentially what was emerging in importance was the cultural context of schools in terms of evaluations of their effectiveness. The 1980's has also seen a continued emphasis on process and the institutionalisation of change. Governments in many countries are putting into place structural mechanisms which aim to prepare schools to be more flexible and adaptable to local needs, yet take into account national and state guidelines and priorities (Marsh 1988). As a result of these and other societal forces, the approach to school improvement is changing and new theories are emerging which attempt to take into account new perspectives on the school-based focus, need for collaboration, greater national and international interdependence, the need to understand the process and nature of change, and how school improvement is actually brought about. Some of these emerging theories are discussed below, but first we must consider the wider societal context from which these theories spring.

### 5.3 A Time of Uncertainty and Transition

Alvin Toffler (1981), John Naisbitt (1982), and Daniel Bell (1983) are three writers among many who contend that society is in the midst of a major transition as the industrial age ends and is replaced by the information age. According to Toffler (1981) civilization has experienced three major waves. The First Wave was led by developments in agriculture which made it possible for humankind to give up a nomadic hunter way of life and settle permanently in one location. The Second Wave ushered in the Industrial Revolution and a world of cities, specialization, nuclear family, mobility, individualization, compulsory schooling and highly intricate social, political and economic networks. The Third Wave began in the mid 1950's, when for the first time in societies like the USA, white-collar workers in technical, managerial, and clerical occupations outnumbered blue-collar workers. For the first time more people were employed in information linked occupations than with the production of material goods.

As this Third Wave moves inexorably towards its crest, society has struggled to maintain its balance amidst the shifting sands of cultural-value fluctuations, demographic changes, cultural diffusion, technological advancements and social innovation (McDaniel 1974). Naisbitt (1982) identifies ten 'megatrends' which are having a significant impact on the nature of schooling and therefore school improvement: (1) changing from an industrial society to an information society; (2) the increasing need for high technology combined with a corresponding high level of human interaction; (3) movement from a national to a world economy; (4) a shift of emphasis from short-term to long-term planning; (5) a move away from centralized government and towards decentralized government and social services; (6) more emphasis on self-help as opposed to government help;

(7) trend from representative democracy to participatory democracy; (8) a shift from organizational hierarchies towards organizational networking; (9) a demographic shift to sun belt areas; and (10) fewer either/or choice situations and more situations characterized by multiple options and possibilities.

As a result of these and other projections, educators are already beginning, and must continue, to adjust to a curriculum which emphasizes process more than subject matter content. Learning will have to be considered as a lifelong process with several major periods of re-learning necessary along the way. Schools are also likely to play a lesser important role in the lives of students as technology and other influences challenge roles traditionally relegated to schools. Greater participatory democracy will also mean a more active role in schools to be played by students, teachers, parents and local community. The computer and accompanying technology will also bring about more individualised learning and a classroom situation less dominated by the teacher. An increasing emphasis on cultural pluralism will also mean that schools will have to make adjustments to cater for such individual differences. Educators are also beginning to recognise that intelligence is not comprised solely of cognitive faculties, but includes musical, artistic, spacial, kinesthetic and interpersonal domains (Gardner 1987). Thus new teaching and learning strategies and curriculum changes will have to take these into account in order to develop all of an individual's talents. There will also be important attitudinal adjustments. As the knowledge explosion escalates in geometric proportions, today's answers will increasingly be proven wrong tomorrow. Thus, educators, in one sense, will have to show less reverence for the past, be prepared to re-socialise and be more future looking. (Cornstein and Hunkins 1988). These are just a few of the possible changes which will be facing schools in the 1990's and beyond.

While these changes hail an age of great excitement and challenge, they also produce feelings of instability, anxiety, chaos and uncertainty. This atmosphere of crisis is exacerbated by the increasing rate of change. The shift from hunter-gatherer societies to agricultural communities took thousands of years. The shift from agricultural to industrial societies took several centuries in Europe and a century in the United States. In stark contrast, the shift from an industrial to an information society has occurred in only a few decades (Toffler 1981).

#### 5.4 The Shift from Traditional to New Educational Paradigms

So rapid and monumental have been the changes in society that to many, education appears to be in a state of crisis. Around the globe, school administrators, teachers, parents, industry, and whole communities have at times expressed dismay at the inability of schools to solve a host of problems: how to design an appropriate curriculum, how to cope with change, how to get more support from parents and community, how to prepare children for a society with high unemployment, how to deal with increased conflict within families, how to determine the proper role of computers, how to educate children for more autonomy, and so on (Pusey 1979). Thus Cozier (1975) wrote of the failing of the legitimacy of public education in Western Europe democracies:

Education as a moral establishment . . . is in trouble all over Western Europe. It has lost its former authority. Teachers cannot believe anymore in their sacred mission and their students do not accept their authority as easily as they did before. Along with the religious rationale for the social order, educational authority does not hold firm anymore. (1975: 137)

Pusey (1979) argues that another feature of this crisis is the blurring of demarcations between organisations and society. 'The boundaries of school principals dissolve as they struggle, amid mounting anxiety, to do the work of priest, marriage counsellor, social worker, career advisor, policeman and educationist' (Thomas 1987: 34).

Anxiety, uncertainty, change, even chaos, have also permeated recent debate about the epistemological foundations of educational knowledge itself. While this theme will be treated fully in the chapter on evaluation it is important to briefly sketch the picture here. Emerging from the management models of the 1930's and reaching its peak in the middle 1960's the predominant, and largely unchallenged, paradigm of education was that of empirical-analytical positivism. Claiming to be value free or neutral, this approach sought to apply the rigours of scientific predictive empirical research to social phenomena. By the 1970's, however, it had become increasingly apparent that social realities could not always be adequately measured, predicted or understood by the application of scientific methodology.. Thus alternative approaches emerged which have been given different names. Those writers following an interpretative (or hermeneutic) paradigm suggest that organisations have no ontological existence apart from the meanings given by the people who comprise them. The interpretivist sees education as a process based on the existential needs of participants. These participants come to a greater understanding of their universe by a systematic analysis of their different perspectives, and a decodification and consideration of possible solutions to their shared problems (Greenfield 1986). A related, and often complementary paradigm is the critical perspective, which 'does not restrict itself to reflection and communication, but combines the reflexive operations of the interpretative cycle with the action-oriented steps of planning, execution and evaluation' (Lierman 1987: 19).

These paradigm shifts are important because they depict the struggle of educators to determine the nature of educational knowledge. They suggest that there is much that we do not know about education and schooling. At the same time, emerging paradigms offer new ways of perceiving, examining, accounting for, predicting, and even controlling the growing complexities of social reality. This point is made by Harmon (1976) who noted that a 'paradigm shift' was necessary before science was able to predict earthquakes. Scientists needed to challenge the traditional assumptions, to take off the perceptual blinkers of the existing paradigm, so that they could discover a new set of rules which enabled them to answer what was previously unanswerable (Thomas 1987). On a larger scale paradigm shifts such as those of Copernicus, Galileo and Einstein often involve major and fundamental changes in, and challenges to, society's values and goals. In this respect such paradigm shifts also have a major impact on our ideas about school improvement.

## **5.5 A New Paradigm for School Improvement: A Contextual Approach Uniting Global and Local Perspectives**

In the remaining sections we explore the implications of social, economic, and political changes which are having a profound impact on schools. These changes mean that school improvement in the 1990's and beyond will be different from school improvement efforts in the past. They also mean that educators will require a new paradigm of school improvement which will provide new ways of analysing and coming to grip with these changes and the problems, opportunities and challenges they bring.

## The Importance of Context Generally

A recent United Nations publication, appropriately entitled *Our Common Future*, emphasises the interrelationship between the world economy and the planet's ecology and calls for local, state, national and international action to deal with problems which have transcended national borders. Coincidentally with the world becoming a 'global village' there is another world-wide trend in an apparently opposite direction. In education, it is characterised by the actions of national education bodies which are providing greater local autonomy to local schools to manage their own affairs (Caldwell 1988a). At the same time education generally is coming under increasing centralised control. Responses of schools to change are therefore complex and continually demanding.

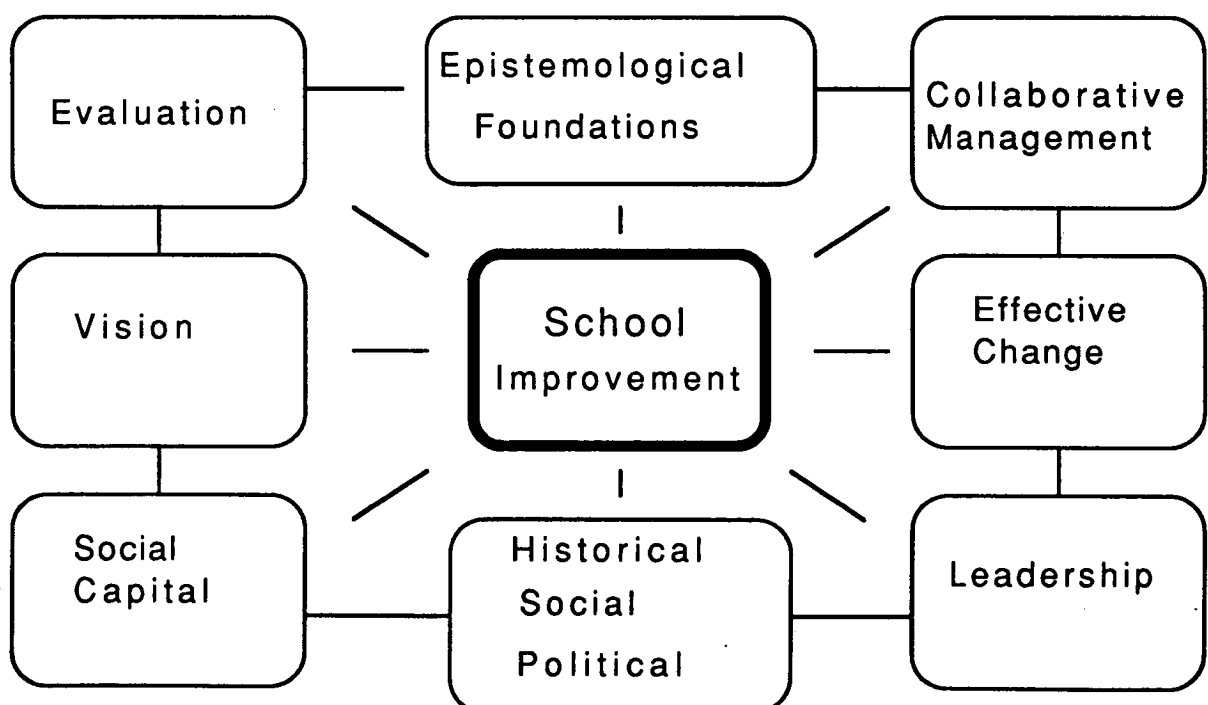
This paradoxical development highlights the need for school improvement theorists and practitioners, to understand the context of their activities. Leadership, culture, parental involvement, evaluation, change, curriculum design, teaching strategies etc cannot be considered in a vacuum. Effective school improvement in the 1990's will require more holistic approaches which consider local as well as global realities. This new paradigm for school improvement will be characterised by the need to 'think globally, but act locally' Dubos (1981). As Dubos also points out, we need to be aware of the wider world and our inter-connectedness with our fellow human beings, but, at the same time, we must begin to solve global problems by acting locally.

Most of human life since the Old Stone Age has been spent in small, fairly stable communities, consisting of either moving bands of nomads or small stable villages, which were organized to satisfy the invariants of humankind out of the resources locally available. There have been countless political

revolutions and other upheavals in the course of history but their final outcome has always been to recreate communities of a few hundred or thousand people in which everyone knew his or her place in the social order of things and accepted, willingly, or under duress, the local rules of the game. Surprising as it may seem, this pattern of social structure still prevails to a large extent in most of the world today. The word 'community' or its equivalents in other languages has everywhere a deep sentimental appeal. (Dubos 1981: 87).

Dubos' analysis suggests why school 'communities' working out their own problems can be such a powerful force in achieving real school improvement. As Cuban (1988: 241) concludes:

With all of the criticism of the effective schools movement and its research from both academics and practitioners, one fact has stubbornly emerged: Substantial changes that touch the inner core of classroom activities occur at the school site where principal and teachers work together with students to achieve common aims. The literature on effective schools, reinforcing the folk wisdom of practitioners, has underscored the importance of building commitment to the goals among those who do the daily work and holding them responsible for outcomes.





## Importance of Historical Context

In book three of their trilogy, *Anatomy of Educational Innovation: A Mid to Long Term Re-study and Reconstrual*, Smith, Dwyer, Prunty and Klein (1988) emphasise the roles of history and political science in understanding how educational innovation comes about in a particular school. Educationists of the past, however, have tended to be either historians or contemporaneous social scientists. 'The former tend toward narrative orientations with less concern for formalizing their theoretical insights. The latter tend to be more applied social scientists - organizational theorists and sociologists - with less concern for the history of their substantive concerns' (Smith, Dwyer, Prunty and Klein 1988: 282). These writers argue the case for more intimate contact between the two. This means that on a mega-theoretical level, one cannot ignore the global societal, political and economic changes which are impacting upon schools. At the same time, neither can educationists truly grasp the nature of school improvement without an understanding of the historical development and background within which those improvements operate. Thus Smith, Dwyer, Prunty and Klein (1988) advocate the value of longitudinal studies such as their study of the Kensington School and Milford School District over a period of sixty years:

In our view, now, anyone who attempts to talk about school innovation ahistorically, without an understanding of the kind that an historical case such as the Milford chronicle gives, is seriously limiting their perspective. (p. 259).

Accordingly, in the spirit of Smith and colleagues, the present authors portray the St Mary's school improvement story within the broader context of Catholic schooling in Australia and against the backdrop of the local historical context as it has evolved over 120 years.

## Importance of Political Context

Another important and useful concept in understanding school improvement is that of politics and power. Who runs the school, the nature of conflict within the organisation and the underlying values of various political interests are crucial elements underlying the reality of any school. Indeed, Smith and colleagues contend that their realization of the importance of understanding organizational politics in school improvement to be one of the most important findings of their longitudinal study (Smith, Dwyer, Prunty and Klein 1988: 316). Quoting Bruner, the authors describe the interplay between politics, social theory and educational innovation:

In his usual provocative style, Bruner (1983). . . comments: 'I suppose my hopes for a clarification (or even a taxonomy) of the nature of human values grew from a conviction that psychology could not live healthily in isolation from the normative or policy disciplines - jurisprudence, literary criticism, legal and moral philosophy, political science. Like many anthropologists and like 'conceptual pragmatists' generally, I believe that we constitute and negotiate our own social reality and that meaning is finally 'settled' by these constitutive and negotiatory processes' (1983: p. 281). He seems to be arguing for psychology what we have been arguing for education in general and for educational innovation in particular. As we have indicated these issues run much deeper in philosophy and the social sciences. Bernstein (1978) speaks of 'the restructuring of social and political theory' and Fay (1975) speaks of the reconceptualization of 'social theory and political practice.' Their positions seems important for 'the many faces of democracy in innovation and schooling.' (Smith, Dwyer, Prunty and Klein 1988: 336).

## 5.6 Collaborative Management: A General Strategy for School Improvement

Another vital ingredient to effective local action is collaboration, especially between the participants of school communities. The influential work of Caldwell and Spinks (1986, 1988) offers an excellent blueprint for the ways in which school communities can work together toward school improvement. It is important to note that the St Mary's College Study, upon completion, will provide a logical - case study - accompaniment and a Catholic context to the Caldwell and Spinks text, *The Self Managing School* (1988). The St Mary's College Study demonstrates the experience of a school engaged in a struggle to maintain its unique ethos and autonomy at a time of change, of general contraction and a scarcity of resources. Importantly, its self-evaluation was a collaborative effort of students, parents, school leaders and staff. Moreover the study was designed not simply to help the school be accountable but to be accountable with integrity in the face of potential threats to its educational autonomy. The school has attempted to establish its own educational vision, to recognize the significance of its social capital in its development and outcomes, and to find collaborative ways for transforming its vision into reality.

## 5.7 Educational Vision and School Improvement

We noted earlier that schools of the future will also have to be more concerned with the future. Long term planning, vision, a focus on looking forward, will become increasingly important. For this reason, a paradigm for school improvement in the 1990's must concern itself with educational vision (Bennis and Nanus 1985; Starrat (1986); T Greenfield (1986); W.. Greenfield (1987); Caldwell and Spinks (1986, 1988); Beare,

Caldwell and Millikan (1988) . An effective vision is founded upon values which permeate all aspects of the school, from curriculum policies to day-to-day operations. Effective schools have leaders who articulate a compelling vision which is shared and fostered by the wider school community (Roueche and Baker 1986). Finally, it is important to realise that a vision is founded upon a set of values and beliefs concerning the nature of the educational good. As Holt (1987) observes, many recent school improvement efforts have failed to produce long-term benefits because they focused exclusively on the procedures involved in the management of change. To achieve significant educational change we must be aware of a wider context which recognises that school improvement is integrally involved with the solving of moral problems, that is, value judgments about the nature of the educational good.

## 5.8 The Role of Evaluation in School Improvement

Another important concept in the new context of school improvement for the 1980's and beyond is that of evaluation. Many schools have unfortunately viewed evaluation as a luxury to be afforded on rare occasions. In these schools evaluation has accordingly been a one-time event which has produced no school improvement and only resulted in a printed report sitting on a shelf, neatly bound and gathering dust. In order to be effective, however, evaluation must be an aid to decision making, a regular component of the management cycle of the school. Properly employed evaluation is also the process by which a school community can measure the extent to which its educational vision has become a school reality. Properly employed, evaluation therefore serves a multitude of purposes: accountability, management, school improvement, and more informed decision making.

## 5.9 Parents and School Improvement: The Importance of Social Capital

An often ignored, yet vital component in school improvement is parents. In their recent study of the effectiveness of public, Catholic and non-religious private schools, Coleman and Hoffer (1987) have demonstrated the vital importance of social capital - the network of parents and the wider community of adults of which children and the school are a part. A paradigm of school improvement must therefore consider parents and the importance of social capital in the education of children. That is, the more this understanding of social capital is reflected in the school's examination of its life, the more clearly may the school's effectiveness be crystallised; and the greater the likelihood for improvement to occur in reality. It will be very interesting, in the final results of the St Mary's study to compare parental, student and staff responses regarding their expectations of the school and their respective views regarding how well the school has fulfilled those expectations.

## 5.10 Effective Implementation of Educational Change

While the process of change cannot be the sole focus for school improvement it does play a vital role. Indeed, in practice one of the most widespread difficulties in school evaluation and school improvement efforts has been the failure to implement the desired change. Caldwell and Spinks (1988) outline a general strategy for guiding a school from overarching vision through to contextual reality. The seminal work of Miles (1987) provides a theoretical yet practical framework of how to get from what is to what should be. Miles identifies four essential preconditions for the successful implementation of change:

- a) the existence of a principal who has leadership and management skills;
- b) the existence of school autonomy;
- c) a staff environment that is characterised by relatively low conflict and high trust; an overall cohesiveness;
- d) good programme design in training, technical support, planning and monitoring procedures.

The Final St Mary's Report will analyse all of these preconditions in detail together with an analysis of ten other causal factors which are important in bringing about effective educational change. Miles and others have noted the absence of and need for longitudinal studies, on a specific school in which school improvement in its full context may be studied. The authors feel that, when completed, the St Mary's College Study will fulfill that requirement.

## 5.11 Bridging the Gulf Between Theory and Practice in School Improvement

Bennis, Benne and Chin (1961) relate a delightful parable which aptly describes the gulf which has traditionally existed between educational research and practice.

There is an old parable that has made the rounds about the grasshopper who decided to consult the hoary consultant of the animal kingdom, the owl, about a personal problem. The problem concerned the fact that the grasshopper suffered each winter from severe pains due to the savage temperature. After a number of these painful winters, in which all of the grasshopper's known remedies were of no avail, he presented his case to the venerable and wise owl. The owl, after patiently listening to the

misery, so the story goes, prescribed a simple solution. "Simply turn yourself into a cricket and hibernate during the winter". The grasshopper jumped joyously away, profusely thanking the owl for his advice. Later however, after discovering that this important knowledge could not be transformed into action, the grasshopper returned to the owl and asked him how he could perform this metamorphosis. The owl replied rather curtly, "Look, I gave you the principle. It's up to you to work out the details!" (Bennis et al 1961: 3).

A school improvement paradigm which does not consider the elements described above, may be only as helpful as the owl's advice to the grasshopper. In fact, Miles et al (1986) submits that this has often been the case. In contrast, the approach adopted in the St Mary's Study represents an integration of empirical-analytical and interpretative-critical paradigms to form a more contextual approach to school improvement. By the use of such a holistic approach within the context of a longitudinal study, we hope to bridge the gulf between research and practice. Thus, in the St Mary's Study, the researchers have not been distant, value-neutral observers. Rather, the authors have been and remain involved from within the organisation. Dr Clark was the Deputy Principal of St Mary's and Dr Ramsay, while on study leave, spent a full term at the College as a full-time classroom teacher. The St Mary's College Study was not imposed upon the College from the outside. Rather it grew, evolved from a consensus of the school community. This is why the results of the Study have, we believe, so much practical implication and interest to other schools and scholars. The importance of bridging this gulf between research and practice is beautifully illustrated by Leuven (1987: 21) who adds the following sequel to the parable cited above in Bennis et al :

At the end of the next winter, a group of grasshoppers came back to see master owl. He was delighted to notice that they looked rather well, and he asked them: 'Well, did you apply my principle?' One grasshopper, apparently the leader of the group replied: "No sir. We held a long discussion, and then decided to build a shelter with the means at hand." "That may well be, " said the owl, "but I do not see the principle behind all this." The leader smilingly replied: "To understand this, you will have to come down off your branch, and to share out grassroots experience. Good principles are learned from good practice. . .".

## 5.12 Conclusion

The traditional empirical-analytical tradition of educational theory is increasingly viewed as inadequate to describe the rich and intricate realities of social life. This is not to say, however, that education has gained little from traditional empirical research. As Leirman (1987: 21) points out: 'Our insight into dimensions and phases of the educative process, into psychological and social conditions of learning, into the illusion of quick attitude change, into the nature of systems and subsystems of education, into leadership styles and their effects into the diffusion of knowledge, into the effects of new technologies, etc has largely been acquired thanks to this tradition.' Also, scientific positivism and its rich heritage of quantifiable, highly verifiable methodologies continues to play a major role in developing educational knowledge. At the same time, however, a growing number of educators are of the view that there exist many qualitative social realities which are better accounted for by the interpretative-critical paradigms. These emerging paradigms more accurately gauge the subtle human intricacies at play in a holistic context of individual, group and institutional actions. Such actions can transcend the bounds of the classroom, the school or



even education itself, and take into their kin the whole intricate network of a wider society of which education is but a part.

The St Mary's Study is an attempt to think globally, but act locally, in bringing about school improvement. Globally, we have attempted to consider the megatrends operating in society and their impact upon schools. Had we stopped there, however, we would probably have despaired at the magnitude and complexity of the task. The key to action is to start in your own backyard, your own community, your own environment, your own school. That community, for the authors, is St Mary's College. It is here that we have come down off our theoretical branch and shared the grassroots experience of the teachers, parents and students who comprise St Mary's College. The early results of that experience are chronicled in this dissertation. Through reflection upon those rich experiences, we hope eventually to demonstrate that good principles are indeed learned from good practice.

## Chapter 6

### A SUMMARY OF FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

#### 6.1 Introduction

The design of the St Mary's Project, consistent with the contextual approach advocated in the last chapter, entails the collection of quantitative and qualitative data from students, parents and staff. This 18 point dissertation, however, presents only the raw findings from the data collected from present and past students. While the student data, in and of itself, is interesting, the researchers are particularly interested in the comparisons and contrasts among the three groups. Such a comparison will be the primary focus of the final report. This chapter presents a summary of the main trends in the results from student data. It also considers the important question of the remaining steps which must be taken to complete our examination of the context of school improvement at St Mary's College.

#### 6.2 Summary of the Main Trends in the Results (Student Data)

##### 6.2.1 THE PERCEPTION OF SCHOOL STUDY

##### 1) What is School For

Items in the Affective Domain were generally regarded as 'more important' than those in the Cognitive Domain, but less well 'achieved' by the school.

When psycho social variables were considered variation occurred in 7 items according to age or grade level; 4 items according to achievement level; and 5 items according to year of leaving.

## 2) Academic

Most students choose HSC subjects out of inherent interest and with the view to requirements for tertiary study. Parental and peer influences appear to be minimal. The majority of students are satisfied with the information made available regarding prerequisites for tertiary study and specific subjects required for various fields of employment.

When psycho social variables are considered variation occurred in 2 items according to age or grade level; 6 items according to level of achievement; 9 items according to year of leaving; 2 items according to locality.

## 3) Vocational

Most students considered their vocational subjects appropriate, and that more vocational studies are required at HSC level.

Students generally approve cooking and sewing classes and work experience, but doubted the relevance of craft and leisure education.

Considering the psycho social variables, variation occurred in 2 items according to age or grade level; 2 items according to level of achievement; and 4 items according to year of leaving.

## 4) Personal and Spiritual Development

The example of and instruction from parents is the major influence in spiritual development. Frequency of Mass attendance, Reconciliation, Holy Communion and daily prayer drops significantly once students leave school. Less than half the students described Religious Education classes

as 'quite interesting', only 16% as related to their own lives. Students considered that more preparation is needed regarding marriage and pregnancy.

Considering the psycho social variables, variation occurred in 9 items for age or grade level; 3 items for level of achievement; and 9 items for year of leaving.

#### 5) Leadership and Sport

Students were generally satisfied with leadership opportunities available at HSC level, but unsatisfied with leadership opportunities in Grade 10. Most students felt that physical education classes provided a comprehensive and worthwhile programme, but recorded concern at an insufficient number of classes, too much attention given to talented students, and the failure to continue sport/leisure into adulthood.

Considering the psycho social variables, variation occurred in 4 items for age or grade level; one item for level of achievement and 4 items for year of leaving.

#### 6) The Q-Line

There is very strong support for the Q-Line in general and a majority of students feel that it should be compulsory.

Considering the psycho social variables, variation occurred in 4 items for age or grade level; 3 items for level of achievement; 7 items for year of leaving and one item for locality.

## 7) Teachers

Most teachers were regarded as well organised, gave friendly help to students having problems, gave students a good understanding of their subject, and set homework regularly. On the other hand, strong concerns were recorded that there were insufficient opportunities for classroom discussion, creativity and independent study; that students were not fully extended; that their study problems were not understood; and that classes were not made interesting.

Considering the psycho social variables, variation was found in 3 items for level of achievement, and 4 items for year of leaving.

### 6.2.2 THE QUALITY OF SCHOOL LIFE STUDY

#### 1) General Affect (general satisfaction with school)

The majority of students expressed satisfaction with school life, though low achievers recorded much less satisfaction than middle or high achievers. Considering the psycho social variables, variation occurred in one item for age or grade level.

#### 2) Status (prestige afforded by significant others)

Generally students find school at SMC an environment where they experience status; they feel confident, dependable, as persons who matter. There was some qualification to these data, when considering the psycho social variables, in 3 items for age or grade level; and 6 items for level of achievement.

## 2a) Identity

Students generally find their experience at SMC conducive to self awareness and acceptance of self.

Considering the psycho social variables, variation occurred in 2 items for age or grade level; and 2 items for level of achievement.

## 3) Teachers

For the majority of students SMC is a place where they find teachers affirming of them and of their efforts. This result applied to the majority of items but not for all. For almost half of the items 20% or more students recorded a negative response. Considering the psycho social variables, variation occurred in 6 items for age or grade level; and one item for level of achievement.

## 4) Positive Affect

The majority of students considered 'school a place about which they had positive feelings.' But a significant proportion recorded disagreements with the item statement. Between 32% and 46% of students from grades 7-12, disagreed that 'School is a place where things go (their) way.'

## 5) Negative Affect (alienation)

In general students at SMC feel little sense of alienation in their ongoing experience at school. Variation occurred in one item for the psycho social variable of age or grade level.

## 6) Adventure (coping with learning)

Most students experience SMC as a place where learning is self motivating and where they find the ability to cope with the demands of learning.

Considering the psycho social variables, variation occurred in 3 items for age or grade level and one item for level of achievement.

## 7) Opportunity (relevance of school life re security in learning)

For the majority of items students record their experience at SMC as one in which they have a sense of relevance and security in their learning. There are qualifications to this general result, some of which are statistically significant. Considering the psycho social variables, variation occurred in 6 items for age or grade level and 2 items for level of achievement.

## Comparison of data between present and past students

Present students appeared to be generally more satisfied with the school's programme than past students of either the 1978-80 or 1981-84 groups. Variations to this general result occurred when psycho social variables were taken into account.

## 6.3 Early Indicators Regarding Vision and Social Capital

Presently, corresponding data from parents and staff are being analysed. A cursory analysis of the incoming data reveals a significant difference between the perceptions of students, on the one hand, and that of parents

and teachers on the other. Differences (though fewer of them) also exist between the views of of parents and teachers. For example, the tentative results suggest that parents and staff have a view of the school which emphasises cognitive (traditional academic) values. In contrast, the students surveyed regard affective areas (personal/emotional development) as significantly more important and less well achieved by the school). Though not recorded here, this comparative data suggests that the vision of St Mary's is not as unified as it might be. The comparative data also shows students to have significantly different views from teachers and parents regarding drugs, the importance of truth and a Christian faith, and permissible sexual practices. This suggests some weaknesses in the social capital ( the agreement of values, beliefs, expectations, etc between children and the community of adults which surround them) of the school. Further problems are highlighted by the student data which indicates that many teachers are not good models of leadership. While the data has not been fully analysed, the evidence does suggest that the St Mary's evaluation will reveal much about the extent to which the St Mary's vision of education has become a reality. The early results also suggest that such concepts as educational vision, leadership and social capital are very useful in portraying the nature of school reality.

#### 6.4 Where Do We Go From Here?

As indicated above, comparable data from parents and staff is presently being analysed. Also, the Principal and staff of St Mary's have engaged in a number of meetings to discuss their reactions to the student results. The researchers have also addressed a number of parent/teacher meetings to report on the progress of the study and to gather data and comments from parents. Within the next few months the researchers will prepare a



report incorporating the data from parents, staff and students. The staff will again consider this report, decide on priorities for action and begin to develop policies and plans by which school improvement can be brought about.

## 6.5 How to Get From What Is to What Should Be

In collaboration with the Principal and staff, the researchers have been concerned at all times with the importance of ensuring that the St Mary's Project actually results in school improvement. Accordingly, in addition to evaluation, we have also considered the management of educational change. In this broader context we have been especially influenced by Starratt's (1986, 1988) work on school vision, Coleman and Hoffer's (1987) analysis of social capital, the school improvement work of Miles (1987) and the collaborative school management framework of Caldwell and Spinks (1988). This framework has been summarised in chapter 6. Though not part of this dissertation, we have devoted considerable time to extending on that framework. This has meant developing a more elaborate account and general strategy of how St Mary's can get from what is to what should be. Although beyond the scope of this preliminary 18 point dissertation, the future course of the St Mary's Project is thus to more fully explore the nature of school improvement. In pursuing this quest to understand school improvement we are attempting to ensure, in every case, that theories are based upon the latest literature as well as the practical reality of school life as experienced by St Mary's. In the end, the researchers will, in a longitudinal study, have chronicled and analysed the nature of school improvement. While the details of the St Mary's school improvement story will be specific to one school, we think that the story itself, and the processes involved, will be of interest and value to other schools seeking to chart their particular course over the troubled seas of rapid changes in education and society.

## Chapter 7

### CONCLUDING REMARKS

Throughout this study, school improvement has been described in terms of a holistic context which incorporates both global and local perspectives. Globally, the researchers have seen that there are many megatrends in society which are having a significant impact on all schools. At the same time, each school community has its own history, its own unique experiences. Different personalities, different places, different times and diverse scenarios of action in school communities all give rise both to an infinite variety and complexity of educational activities. Accordingly, an approach to school improvement has been recommended which takes into account this variety and complexity while at the same time realising that such concepts as evaluation, educational vision, social capital, collaborative management, and the process of initiating change hold much promise in helping a school community to help itself along the path to school improvement.

Looking beyond school improvement to the wider goal of a better society of the future, the present authors of the St Mary's Project submit that communities which collaborate in developing a compelling educational vision will experience an enriched social capital which will benefit society as a whole. Moreover, multi-faceted longitudinal studies (employing quantitative and qualitative methodologies) of effective school communities hold much promise in providing a clearer picture of how diverse human organisations and cultures can at once be accountable, democratic and excellent.

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# ST MARY'S COLLEGE

## QUALITY OF SCHOOL LIFE STUDY

*We would like you to fill in this questionnaire so that we can find out how St Mary's College students feel about school.*

Each item on the next four pages says that **School Is A Place Where** some particular thing happens to you or you feel a particular way. We want you to say whether you **Definitely Agree**, **Mostly Agree**, **Mostly Disagree**, or **Definitely Disagree** with the items.

Please read each item carefully and tick the answer which best describes how you feel *most of the time*. Don't forget that you have to put 'School Is A Place Where ...' in front of each item for it to make sense, e.g., 'School Is A Place Where I really like to go' (item 11).

*All the answers you give are confidential*

### SCHOOL IS A PLACE WHERE . . . . .

	Definitely Agree	Mostly Agree	Mostly Disagree	Definitely Disagree
1 I have good friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 people know they can depend on me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I know how to cope with the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 teachers are genuinely interested in what I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I have learnt how to find whatever information I need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I am thought of as a person who matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I feel bored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 I act in a responsible way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 teachers are fair and just	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 I know what my strengths and weaknesses are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 I really like to go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SCHOOL IS A PLACE WHERE . . . . .

	Definitely Agree	Mostly Agree	Mostly Disagree	Definitely Disagree
1 teachers take a personal interest in helping me with my school work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I feel I belong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 mixing with other people helps me to understand myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 teachers recognize any extra effort I make in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I have learnt things that will be useful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I feel important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I learn to get along with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 teachers help me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 people have confidence in me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 teachers treat me fairly in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 I try to do what is expected of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 I feel proud to be a student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 I like to do extra work in the subjects that interest me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 people come to me for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 teachers encourage me to express my opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 I feel lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 learning is easy for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 I am interested in the work we do in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 I can learn whatever I need to know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 I feel successful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 other students are very friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 I like to learn new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SCHOOL IS A PLACE WHERE . . . . .

	Definitely Agree	Mostly Agree	Mostly Disagree	Definitely Disagree
34 I feel restless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 I know that people think a lot of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 I feel I have become a worthwhile person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 teachers take notice of me in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38 teachers give me the marks I deserve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 I feel I am a reliable person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40 I feel proud of myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41 people look up to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42 I am trusted to work on my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43 I feel depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44 I know I can reach a satisfactory standard in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45 other students accept me as I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46 I feel good about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47 I know the sorts of things I can do well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48 I can talk to teachers about the way they mark my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49 I get excited about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50 I learn a lot about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51 teachers listen to what I say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52 I feel happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53 I try to look after the interests of other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54 I am known by a lot of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55 I find that learning is a lot of fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SCHOOL IS A PLACE WHERE . . . . .

	Definitely Agree	Mostly Agree	Mostly Disagree	Definitely Disagree
1 I get enjoyment from being there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I have learnt to see other people's points of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 other students listen to what I say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I feel confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I get satisfaction from the school work I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I feel that things go my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 teachers are friendly to me in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 I get to know myself better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I am treated with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 I know I can do well enough to be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 I get upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 I can question the things that teachers say about my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 I can learn what I need to get by in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 I feel great.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 I have learnt to accept other people as they are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 teachers treat all students equally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Approved B

ID.....164.....

ST MARY'S COLLEGE

PERCEPTION OF SCHOOL STUDY

In the attached questionnaire your opinions are sought about a number of aspects of school life. Firstly, please fill in the information questionnaire.

All the information will be kept absolutely confidential.

At the end of this questionnaire please add comments of your own if you think they will help. Your opinion is valued.

Thank you for your help.

Dr. W. Ramsay  
For St. Marys College

7/23/7/a

ID \_\_\_\_\_

Strictly confidential

No name required

INFORMATION QUESTIONNAIRE

FOR GRADE 10 OR H.S.C. STUDENTS: ALL ITEMS APPLY TO 1986

OFFICE USE

Questions

	Yes	Ref No.	Code No.
1. Do you attend Mass (or service) regularly? No		1	
If yes, at which Church?		2	
.....		3	
2. Which Class or School Responsibility have you		4	
held (i.e. Prefect House Capt or Deputy, Class		5	
representative SVDP Committee etc)?		6	
.....			
3. Membership of School Sporting Team?		7	
.....		8	
4. Membership of School Team; non-sporting		9	
(e.g. Debating, Chess)?		10	
.....			
5. Other School Representation (e.g. Public		11	
speaking)?			
.....			
6. Membership of NonSchool Sporting Team?		12	
.....			
7. Membership of other School body (e.g. Church		13	
Youth Committee, Antioch,)?		14	
.....			



## INFORMATION QUESTIONNAIRE

Office UseFOR EX ST.MARY'S COLLEGE STUDENTS GRADE 10 AND ABOVEQuestions

Ref No. Code No.

1. How many years did you spend at SMC College?..... 15  
 In what year did you leave?..... 16

(For Questions 1-4 tick or circle appropriate answer)

2. Did you leave school at Grade 10 17  
   Grade 11 18  
   Grade 12 19

3. What year did you leave school?  
   Full time study 20  
   Part time study 21  
   Full time work 22  
   Part time work 23

4. What are you doing this year?  
   Full time study 24  
   Part time study 25  
   Full time work 26  
   Part time work 27

5. If 'Study' which Institution?..... 28  
     If 'Work' what occupation/profession ..... 29  
     Do you attend Mass Regularly? Yes 30  
   No 31  
     If yes at which Church?..... 32

(For Questions 6-8 Please give other years, as well as  
 1986, in which membership was held)

6. Membership of any Sporting team (give name of sport 33  
     and year(s))..... 34
7. Active Membership of sporting body, as non- 35  
     playing member..... 36  
     ..... 37
8. Active Membership of any non-sporting body 38  
     (e.g. Social Club, SVDP, Antioch) 39  
     ..... 40

SECTION 1.

WHAT IS THE SCHOOL FOR?

Here is a list of what some people think SCHOOLS should have taught you by the time you leave school. Some of these you may not see as the school's business and others you may see as important concerns of the school.

In the left hand column rate how IMPORTANT you think each item on the list ought to be for your school. You do this by filling in the appropriate circle.

In the right hand column rate how well you think YOUR SCHOOL ACHIEVES each item on the list. Again, you do this by filling the appropriate circle.

This is not a test. We want to know your opinion.

Use the following basis for rating:

LEFT COLUMN NUMBER

- 0 Of No importance
- 1 Of slight importance
- 2 Moderately Important
- 3 Important
- 4 Very Important

RIGHT COLUMN NUMBER

- 0 Not achieved
- 1 Slightly achieved
- 2 Moderately Achieved
- 3 Achieved
- 4 Very Well Achieved

FOR EXAMPLE:

How IMPORTANT ought this  
goal be for schools?

0 1 2 3 4

● 0 0 0 0 0

It is the School's task to make  
sure that you:

1. know a lot of facts about  
the world

HOW WELL does Your  
school ACHIEVE this  
goal?

0 1 2 3 4

0 0 0 0 ●

i.e. you would fill in this item in this way if

- (a) YOU think that it is OF NO IMPORTANCE for the school to make sure you know a lot of facts AND
- (b) YOU think that your school ACHIEVES this goal VERY WELL.

HOW IMPORTANT ought this  
goal be for schools?

HOW WELL does your  
school ACHIEVE this  
goal?

Of No Imp.  
Of Slight Imp.  
Mod. Import.  
Important.  
Very Important.

IT IS THE SCHOOL'S TASK  
TO MAKE SURE THAT YOU:

Not Achieved.  
Slightly Ach'd.  
Mod. Ach'd.  
Achieved.  
V. Well Achieved.

Ref Code  
No. No.

0	1	2	3	4			0	1	2	3	4		
0	0	0	0	0	1.	Know about a wide range of possible jobs.	0	0	0	0	0		
0	0	0	0	0	2.	Understand in considerable <u>depth</u> one or more traditional academic subjects (e.g. English, Chemistry).	2	0	0	0	0		
0	0	0	0	0	3.	Have a reasonable understanding of yourself and the way others see you.	3	0	0	0	0		
0	0	0	0	0	4.	Know and appreciate a number of the the major works of English Literature.	4	0	0	0	0		
0	0	0	0	0	5.	Can organize your own time and work independently.	5	0	0	0	0		
0	0	0	0	0	6.	Can listen sensitively and with understanding to others.	6	0	0	0	0		
0	0	0	0	0	7.	Understand some of the abstract principles of mathematical reasoning (e.g. algebra, set theory).	7	0	0	0	0		
0	0	0	0	0	8.	Are an individual developing as you wish.	8	0	0	0	0		
0	0	0	0	0	9.	Are able to read with understanding.	9	0	0	0	0		
0	0	0	0	0	10.	Accept those who think and act differently (eg those of different race, dress, life-style).	10	0	0	0	0		
0	0	0	0	0	11.	Understand the world of work - its routines, demands, responsibilities.	11	0	0	0	0		
0	0	0	0	0	12.	Have specific skills you need for a chosen field of work.	12	0	0	0	0		
0	0	0	0	0	13.	Understand some of the basic ideas in sciences (eg biology, physics).	13	0	0	0	0		
0	0	0	0	0	14.	Have some understanding of one or more of the fine arts (eg painting, classical music).	14	0	0	0	0		
0	0	0	0	0	15.	Are generally obedient to parents, teachers and all in authority.	15	0	0	0	0		
0	0	0	0	0	16.	Work hard at things you find difficult and do not like.	16	0	0	0	0		
0	0	0	0	0	17.	Are self confident and possess self-respect.	17	0	0	0	0		
0	0	0	0	0	18.	Know of and are concerned to respond justly to major social issues (eg unemployment, the future of aboriginal society).	18	0	0	0	0		
0	0	0	0	0	19.	Have developed an appreciation of beauty.	19	0	0	0	0		
0	0	0	0	0	20.	Can form a considered opinion and act on it even if this means going against what most people think.	20	0	0	0	0		

**SECTION 2:**  
**ACADEMIC CATEGORY**

In the following questions you are asked to give your opinion about choosing HSC subjects as it applies to your situation. We want you in each case to say whether you Definitely Agree, Mostly Agree, Mostly Disagree, Definitely Disagree, with the statements given. Please read each item carefully and tick the answer which best describes how you feel.

Remember in this section that you have to put 'You chose (or 'You would choose', for Grade 10 students) particular HSC subjects because....' in front of each item for it to make sense.

A. <u>YOU CHOSE (WOULD CHOOSE) PARTICULAR HSC SUBJECTS BECAUSE....</u>					Ref No.	Code No.
	Definitely Agree	Mostly Agree	Mostly Disagree	Definitely Disagree		
1. You needed particular subjects to qualify for entrance to University or some other educational institution.						
2. You understood that you needed particular subjects in order to gain the immediate employment of your choice.						
3. Your friend/friends was/were doing that subject.						
4. You were intrinsically interested in the subject.						
5. You had achieved good results in that subject in year 10.						
6. You knew nothing of the subject and therefore wanted to fill a gap in your knowledge.						
7. Your parents strongly influenced your choice of subject.						
8. Choices were largely determined by the organisation of subjects into various lines.						
9. The Sciences (Maths, Science etc) appeared to be more important than the Humanities (English, Social Psychology etc).						
10. Appropriate information was readily available regarding prerequisite subjects for Tertiary study.						
11. Appropriate information was readily available regarding the specific subjects required for specific fields of employment.						

SECTION 2 (Continued)

YOUR CHOICE OF HSC SUBJECTS ASSISTED (IS LIKELY TO ASSIST)  
YOU.....

	Definitely Agree	Mostly Agree	Mostly Disagree	Definitely Disagree	Ref No.	Code No.
12. In gaining immediate employment.						
13. In gaining entrance to a tertiary institution.						
14. Providing a sound Introduction and firm foundation for further study in any area or discipline.						
15. Providing a basis for a continuing personal interest in an area or discipline.						
16. Opening up new areas of study for you.						

SECTION 3:

VOCATIONAL CATEGORY.

This section asks you to give your opinion on statements about vocational aspects of school (such as leisure, home science, work experience). Again tick the box that best describes how you feel about each Statement.

	Definitely Agree	Mostly Agree	Mostly Disagree	Definitely Disagree	Ref No.	Code No.
1. The subjects I (study) studied at school suit(ed) my career choice.						
2. Leisure education was (is) useful in opening up to me a potential career.						
3. Because of my craft studies I am now able to do simple repairs at home.						
4. My skills in cooking, dress-making have carried over into other areas.						
5. Work experience helped me in deciding upon my career.						
6. More vocational studies are required at HSC level if students are to be prepared for life after school.						
7. Work experience helped me understand the 'world of work'.						
8. Vocational Studies have proven beneficial in my life outside of school.						
Cooking						
Craft						
Dressmaking.						

SECTION 4:

PERSONAL/SPIRITUAL DEVELOPMENT CATEGORY

This section gives a number of statements about the contribution SMC might make to students' personal or spiritual development.

Again tick each statement according to the way it best describes how you feel. Say whether you Definitely Agree, Mostly Agree, Mostly Disagree, or Definitely Disagree.

	Definitely Agree	Mostly Agree	Mostly Disagree	Definitely Disagree	Ref No.	Code No.
1. A respect for truth is a fundamental element in the stability of any Society.						
2. At times I am afraid of losing my faith.						
3. The great world problems such as poverty and war don't worry me particularly.						
4. It is alright for people who are not married to live together.						
5. To drive a car when unsteady after drinking is not only foolish but morally wrong.						
6. Trying out drugs (eg marihuana), is all right so long as you don't go too far.						
7. I feel concerned that many people tell untruths lightly, that is, without serious reason.						
8. Religion helps me answer real questions about the meaning of life.						
9/10. My education at SMC (has) helped me in preparing for such things as marriage and pregnancy.						
		Marriage				
		Pregnancy				
11. Being a Catholic is very important to me.						

SECTION 4 (Continued)

In your religious development, which includes your knowledge of Christian Doctrine, your appreciation of Christian values, your habits of Prayer, and your attendance at Mass (or Worship) and the Sacraments, how important have been each of the following influences?

Tick each statement according to the importance you place on each influence. Say whether you think it is most important, or very important, or of some importance, or of little importance, or of no importance.

	Most Imp.	Very Imp.	Some Imp.	Little Imp.	No Imp	Ref Code No. No.
12. The instruction of your parents and their example?						
13. The example and personal guidance of your teachers?						
14. Religious education provided by the school?						
15. The example of your friends at school?						
16. Religious instruction provided by your Parish or Church?						
17. The guidance and influence of some Religious, Priest, or Minister?						



SECTION 4 (continued)

In the questions below circle the Number which most closely refers to you - your belief or your practice.

Ref Code  
No. No.

18. Concerning GOD, I tend to think of GOD as:

- 1. Strictly just like a Judge in a Law Court. If I disobey Him I can expect a just, but severe punishment.
  - 2. The Creator of the Universe who keeps the planets in orbit and sees that the Seasons follow one another in due order.
  - 3. One who will give anything I ask for, especially in times of crisis, provided I pray hard enough.
  - 4. A Spirit remote from the world who does not affect my everyday life in any way.
  - 5. A Loving Father who loves me very much and wants my love in return.
  - 6. If none of the above comes near to your idea of God, please write down how you think of God.
- .....

19. Concerning your RELIGIOUS EDUCATION classes at school:

- 1. They strengthened my commitment to God.
- 2. They were related to real life, and to my needs.
- 3. I found them quite interesting.
- 4. They were irrelevant to my life.
- 5. I found them boring and uninteresting.

20. Concerning the MASS. I normally attend Mass (Worship)

- 1. Daily or several times a week.
- 2. At least on Sundays.
- 3. About two or three times a month.
- 4. About once a month.
- 5. About four or five times a year.
- 6. Very rarely or never.

21. Concerning HOLY COMMUNION. I normally receive Holy Communion:

- 1. Daily or several times a week.
- 2. At least on Sundays.
- 3. About two or three times a month.
- 4. About once a month.
- 5. About four or five times a year.
- 6. Very rarely or never.

22. Concerning CONFESSION. I normally go to the Sacrament of Confession/Reconciliation

- 1. Weekly.
- 2. About once or twice a month.
- 3. About once in two months.
- 4. About once in three months.
- 5. About once or twice a year.
- 6. Practically never or never.

SECTION 4 (Continued)

Ref. Code  
No. No.

23. Observance of Christ's command to love our neighbour is shown by good deeds and charitable actions towards others. I normally perform some APOSTOLIC ACTION or good deed for others:

1. Weekly.
2. About once or twice a month.
3. About once in two months.
4. About once in three months.
5. About once or twice a year.
6. Practically never or never.

24. Concerning PRAYER. I normally pray (apart from school prayers and Sunday Mass/Worship).

1. At least once or twice daily.
2. Several times a week.
3. Every week approximately.
4. Every month approximately.
5. Occasionally during the year.
6. Practically never or never.

SECTION 1:

LEADERSHIP OPPORTUNITIES

In this section you are asked to give your opinion about the aspects of leadership and sport that you experienced in school. Again say whether you **Definitely Agree**, **Mostly Agree**, **Mostly Disagree**, or **Definitely Disagree** with the statements made. Tick the answer which best describes how you feel.

	Definitely Agree	Mostly Agree	Mostly Disagree	Definitely Disagree	Ref Code No. No.
1. The teachers were good models of leadership.					
2. School helped me to understand what leadership is.					
3. The physical education classes at SMC provided a comprehensive and worthwhile programme.					
4. Physical education and sport were directed mainly at the gifted and talented students.					
5. Students were encouraged by teachers to join outside clubs etc. when they leave school.					
6. The value of physical activity was emphasized at SMC sufficiently for me to continue sport and leisure activities after leaving school (or outside school).					
7. I developed the ability to be a leader because of my experience at SMC.					
8. I enjoyed activities at SMC other than study and sport, which I will continue (have continued) after leaving school.					
9-11. At SMC there were (say what these are if you wish) sufficient opportunities for me to develop leadership qualities in Grade 10					
11					
12					
.....					
12. At SMC I feel (felt) free to make mistakes and learn from them (in areas other than class subjects).					
13. There is (was) a sufficient number					

SECTION C:

THE Q-LINE CATEGORY

If you have participated in our Q-line please answer the following questions. If not we would still like your thoughts which could be written at the end.

1. Which subjects did (would) you do for your Q-Line? Circle your answer (you may circle more than one).

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| a. Photography (applied science) | f. health and recreation             |
| b. home management               | g. personal development              |
| c. computer studies              | h. private study                     |
| d. drama                         | i. legal studies                     |
| e. art                           | j. other (please state the subject). |

Ref Code  
No. No.

2. Why did (would) you choose these subjects? (Circle as many as apply).

- personal interest
- my friends enrolled in that subject
- I had to choose something
- It complemented another subject
- I liked the teacher
- I wanted a break from my academic subjects
- I received a level 2 for it
- Other reasons (please state briefly).

.....  
In the questions 3 to 10

Please indicate the answer closest to how you feel

Definitely Agree Disagree Definitely  
Agree Disagree

3. The Q-Line should be continued  
(please state why, or why not.)

.....  
4. The Q-Line should be compulsory:

In Grade 11

In Grade 12

(Please state your reasons)

.....

5. The Q-Line is best kept to Friday afternoon  
(If you Disagree which day would be best?)

.....

6. The Q-Line subjects are (were) sufficiently  
practical (that is not too theoretical).

7. There is (was) sufficient time given to  
the Q-Line subjects.

8. It should be possible to gain a Level 2  
award for all Q-Line subjects.

9. Teachers treat our Q-line subjects  
informally and not like other academic  
subjects in which there is pressure to pass them.

SECTION 6

Q-LINE (Cont'd)

Ref No.	Code No.
------------	-------------

- 10. The Q-Line is (was) well organised  
(If you Disagree what improvement do  
you suggest?).  
.....
- 11. Which subjects do you think should  
be retained on a Q-Line? (please signify:  
as in a, b, c etc of question 1)  
.....
- 12. Which subjects should be added to our  
Q-Line?  
(Place your suggestions in order of  
preference).  
.....

TOPIC

OFF. CATEGORY

In this section please indicate how true each statement is (was) of your  
person at St. Mary's.

True of Most Teachers ( 75%)	True of Many Teachers (50%-75%)	True of Some Teachers (25%-50%)	True of Very Few Teachers ( 25%)	True of No Teachers ( 25%)
---------------------------------------	--	--	---	-------------------------------------

Ref Co  
No. 23

- Teachers clearly outline and organise their class work.  
Teachers allow classroom discussion.  
Teachers try to make their teaching material relevant to current trends and student's needs.  
Teachers give friendly help to any student having problems with classwork.  
Teachers try to be sure that students understand the work that is done in class.  
Teachers cover a great deal of material in the time allowed.  
Teachers place too much emphasis on detailed facts and memorization.  
Teachers give students a broad, general understanding of their subjects.  
Teachers extend students to the limits of their abilities.  
Teachers encourage students to do independent work on their own.  
Teachers are understanding of students' study problems.  
Teachers stimulate students to think and be creative.  
Teachers succeed in making their classes interesting.  
Teachers try to make their classes entertaining rather than useful.  
Teachers set homework regularly.  
Teachers correct students' work regularly.

Please note any additional question or comment you wish  
against the categories marked.

What is School For:

Academic:

Vocational:

Personal/Spiritual  
Development:

Leadership/Sporting:

The Q-Line:

Teachers: